WILDFIRE INSTITUTE

Professional Development

Strategies for eCampus I, Blackboard 9

Your Guide to Excellence in Education

WRITTEN by
Ulanda Forbess
Lorri Hill

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The Required NLC Professional Development Cycle

As part of NLC's ongoing commitment to excellence in education, the Wildfire Institute has developed an Online Education Professional Development track. This track will help faculty master new teaching technologies and pedagogies.

While this cycle is presented here as linear steps, it may not progress that way in all cases. Many participants will need to circle back, repeat steps, or skip steps depending on context, need, and expertise. This cycle is intended as a guide to assist planning, not proscribe it.

- eCampus I – 6 hours of professional development
- eCampus II – 6 hours of professional development
- SoftChalk V5 – 3 hours of professional development
- Quality Matters Course Review – 4 hours of professional development

Faculty planning to teach a distance course, or hybrid course where more than 50% of the course is taught using some means of distance learning methods, you must attend the following required courses: eCampus I, eCampus II, SoftChalk, and Quality Matters Course Review.

eCampus I, eCampus II, and SoftChalk course work should be completed at least one month before the start date of the first distance course being taught.

A Quality Matters Course Review must be conducted with your course within the first year of teaching online.

Faculty who have had training in other venues may choose to either attend the training sessions or schedule a time with the Distant Learning Leadership at North Lake College to demonstrate the skills taught in these classes.

All faculty are encouraged to carefully examine Respondus Quiz Generator and Wimba Live Classroom to determine the relevancy of the course content for particular teaching situations.

What is eCampus?

eCampus is the DCCCD's branding of the Blackboard Course Management software. You will often hear the terms Blackboard, Blackboard Learn, and eCampus used interchangeably. (eConnect is a different system.)

eCampus is a web-based, menu driven system. eCampus provides access to personal, academic, and Dallas County Community College course information through the Internet.

All users must be registered with the District and assigned an eCampus user ID and password to order to log into the system.

Within eCampus, a personal, secure account is maintained for you, which allows you to access the features of eCampus that you need, including course development and content management.

eCampus Basics

Strategies for eCampus Basics is a required course for all eCampus users, and is open to all faculty and staff. This course covers the basics of the Learning Management System (LMS), as well as adding/removing users, creating an instructor profile, adding content, and posting announcements. Persons familiar with eCampus may demonstrate proficiency of eCampus use in order to receive course credit. This class is awarded four (4) hours of professional development.

Individuals desiring to utilize eCampus for ANY purpose, are now required to attend eCampus Basics, Bb9. This course may be completed in person, face-to-face, or online where available.

With a system supporting over 176,000 users, it is important to understand the basic use of the system, and how your activities and content impacts othes on the system.

eCampus I

Strategies for eCampus I serves to acquaint the user to the potential of learning management systems. It is also an excellent review of eCampus for those who need a refresher course. Focus includes Features of the Home Page, Arranging Navigation, Overview of Student and Instructor Tools, Adding/Managing Content, Users and Groups, and the Basics of Grade Center.

Strategies for eCampus I is open to all faculty and staff. Classes are taught in Small Group, High Exposure classes designed to promote experiential learning. Group size is typically limited to no more than ten participants. This class is awarded six (6) hours of professional development.

eCampus II

Strategies for eCampus II is a continuation and advanced extension of ***Strategies for eCampus I*** and attendees become more cognitively involved with the concepts of areas such as Internet Course Design, Course Options, User Management, External Links, Instructor/Student Tools, Communication Tools, Discussion Board Strategies, Assignment Dropbox, Tests, Surveys, and Pool Manager, Grade Center, Blogs, and Journals. This class is awarded six (6) hours of professional development.

What is Quality Matters?

Quality Matters (QM) is the DCCCD inter-institutional continuous improvement model for assessing and assuring the quality of online courses. Quality Matters identifies 40 elements, distributed across eight broad standards, shown to positively impact student learning. Throughout the manual, QM components will be incorporated as a weighted rubric from 1 (important) to 3 (essential) indicating the significant elements of Best Practice design for distance education course content. This class is awarded four (4) hours of professional development.

What is SoftChalk?

SoftChalk is a software program designed for teachers and content-experts who don't have time to learn complex software. SoftChalk LessonBuilder is simple, yet powerful, with only the features you need to create exciting, interactive content for your online course. This class is awarded three (3) hours of professional development.

Quality Matters Strategies for Developing Course Content

Wildfire Mentors provide participants with guidance in creating their individual online course content. Creating an online course takes strategy and planning, perhaps more so than developing a campus course. Since you are removed from your students, it is more difficult for them to ask questions, so you need to plan ahead and anticipate their needs. This section will

focus on course design. It will help you create critical course components which will meet quality assurance in online learning.

This section will help you meet all Quality Matters Level 3 objectives. These are the essential components a course must contain to meet the Quality Matters standard. A score of 72 points out of 85 will be needed for a course to be considered as having met the QM expectations.

The **QM symbol** throughout this manual represents an emphasis on course design concepts using Quality Matters Standards, Level 3 Objectives. These essential objectives are designed to help you create critical course components which will meet quality assurance in online learning.

NOTE: Not all of the Quality Matters Level 3 objectives are addressed in this manual; many of those standards address content management, topics to be covered in eCampus II; however, the implementation of QM Standards is a good foundation to follow as you design your course content.

Use of the Quality Matters Rubric is restricted and may not be copied or duplicated without the written permission of MarylandOnline Inc. (www.QualityMatters.org).

Quality Matters Section I: Course Overview and Introduction

I.1: INSTRUCTIONS MAKE CLEAR HOW TO GET STARTED AND WHERE TO FIND VARIOUS COURSE COMPONENTS.

Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website, and indicate what to do first, rather than or in addition to listing detailed navigational instructions for the whole course.

Examples include:

- A course “tour”
- Clear statements about how to get started in the course
- A “Scavenger Hunt” assignment that leads students through an exploration of the different areas of the course areas
- A graphical table or diagram that depicts the relationship between the online and face-to-face portions of a hybrid course

I.2: A STATEMENT INTRODUCES THE STUDENT TO THE PURPOSE OF THE COURSE AND TO ITS COMPONENTS; IN THE CASE OF A HYBRID COURSE, THE STATEMENT CLARIFIES THE RELATIONSHIP BETWEEN THE FACE-TO-FACE AND ONLINE COMPONENTS.

The instructor's statement gives the new student an idea of how the learning process is structured – including schedule, communications modes, and types of activities – and how student performance will be evaluated. These features are often found in the course syllabus, but they may also be included in an introductory or welcome document.

Look for some of the following:

- The course schedule (self-paced, following a set calendar, etc.)
- Course sequencing, such as linear or random order
- Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.)
- Fully developed course calendar with assignment, activity, and test due dates
    - In the case of a hybrid course, the calendar should fully cover both the online and face-to-face portions of the course and specify the dates and times when face-to-face class meetings will be held
- Preferred mode of communication with the instructor (email, discussion board, etc.).
- Preferred mode of communication with other students
- Testing procedures (online, proctored, etc.)
- Procedure for submission of electronic assignments

Quality Matters Section II: Learning Objectives (Competencies)

II.1: THE LEARNING OBJECTIVES OF THE COURSE DESCRIBE OUTCOMES THAT ARE MEASURABLE.

Measureable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e. g. internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. . . .

Examples of measureable objectives:

- Select appropriate tax strategies for different financial and personal situations
- Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style
- Describe the relationship between the components of an ecosystem
- Explain the factors that contribute to economic inflation

II.2: THE MODULE/UNIT LEARNING OBJECTIVES DESCRIBE OUTCOMES THAT ARE MEASURABLE AND CONSISTENT WITH THE COURSE-LEVEL OBJECTIVES.

Measureable module or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis.

The module/unit-level objective should be consistent with the course-level objectives. The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives.

For example, *Students will write sentences that demonstrate correct use of commas, semicolons, and periods."* is implicitly consistent with the course objective. *"Students will demonstrate a mastery of rules of punctuation."*

II.3 ALL LEARNING OBJECTIVES ARE STATED CLEARLY AND WRITTEN FROM THE STUDENTS' PERSPECTIVE.

The learning objectives are stated clearly in the online classroom for all course delivery formats. The learning objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of students. The use of educational jargon, confusing terms, unnecessary complex language, and puzzling syntax is avoided. The learning objectives are clearly stated by the instructor verbally during face-to-face meetings, if applicable, and electronically in the online classroom.

II.4 INSTRUCTIONS TO STUDENTS ON HOW TO MEET THE LEARNING OBJECTIVES ARE ADEQUATE AND STATED CLEARLY.

Instructions may take various forms (e.g. narratives, bulleted lists, charts) and may appear at different levels within the course, such as module-based or in weekly assignment sheets. Instructions are stated clearly, are complete, and are provided electronically in the online classroom.

Examples:

- Module-based or weekly assignment pages in narrative, bulleted list, or chart form comprise a list of steps that guide the student in meeting learning objectives for each week.
- Information indicates which learning activities, resources, assignments, and assessments support the learning objectives.

Quality Matters Section III: Assessment and Measurement

III.1: THE TYPES OF ASSESSMENTS SELECTED MEASURE THE STATED LEARNING OBJECTIVES AND ARE CONSISTENT WITH COURSE ACTIVITIES AND RESOURCES.

Alignment: Course assessments should align with the course and module objectives of the course by measuring the accomplishment of those objectives. It should be clear that the assessments can be successfully completed if students have met the objectives embedded in the course materials and learning activities.

Examples of objective/assessment alignment:

- A problem analysis evaluates critical thinking skills
- A multiple choice quiz tests vocabulary knowledge
- A composition assesses writing skills

Examples of inconsistency:

- The objective is to be able to “write a persuasive essay” but the assessment is a multiple choice test

- The objective is to “demonstrate discipline-specific information literacy” and the assessment is a rubric-scored term paper, but the students are not given any practice with information literacy skills on smaller assignments

III.2: THE COURSE GRADING POLICY IS STATED CLEARLY.

A clear, written statement fully explains how the course grades are computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor’s policy on late submissions is clearly stated.

Example:

- A list of all activities, tests, etc. that will determine the student’s grade
- A explanation of the relationship between the final course letter grade and the student’s accumulated points and/or percentages
- If points and percentages are used, an explanation of the relationship between these two

III.3: SPECIFIC AND DESCRIPTIVE CRITERIA ARE PROVIDED FOR THE EVALUATION OF STUDENTS’ WORK AND PARTICIPATION.

Students are provided with a clear and meaningful description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. The description and/or statement of criteria provide students with clear guidance on the expectations and required components of work and participation. The criteria give students all the information they need to know how a grade on an assignment or activity will be calculated.

Examples:

- Evidence that the instructor has stated the criteria for evaluation of students’ paper and assignments, such as rubrics or a list of criteria with associated point values

- A description of how students’ participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students’ comments and their responsiveness to other students’ comments; and grade credit they can expect for varying levels of performance.

Quality Matters Section IV: Resources and Materials

IV.1: THE INSTRUCTIONAL MATERIALS CONTRIBUTE TO THE ACHIEVEMENT OF THE STATED COURSE AND MODULE/UNIT LEARNING OBJECTIVES.

Alignment: The instructional materials used in the course should align with the course and module learning objectives by contributing to the achievement of those objectives and by integrating effectively with the tools and media selected for their delivery to the student.

Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources enable students to achieve the stated learning objectives.

IV.2: THE RELATIONSHIP BETWEEN THE INSTRUCTIONAL MATERIALS AND THE LEARNING ACTIVITIES IS CLEARLY EXPLAINED TO THE STUDENT.

Students can easily determine the purpose of all content, materials, resources, technologies, and instructional methods used in the course, and how each will help them achieve the stated learning objectives. It is clearly stated which materials are required and which are recommended resources.

For example, a course may be richly garnished with external links to Internet resources, but it is not clear whether those resources are for background information or additional personal enrichment, or if they are required for an assignment.

Examples:

- Links to external websites indicate the purpose of the links or are completely self-evident
- The function of animated games or exercises is clearly explained or is completely self-evident

NOTE: Wildfire provides an RLO detailing software plug-ins that you may insert into your course content for students to gain easy, downloadable access to programs such as Adobe Acrobat Reader, Adobe Flash Player, etc.

Quality Matters Section V: Learner Engagement

V.1: THE LEARNING ACTIVITIES PROMOTE THE ACHIEVEMENT OF STATED LEARNING OBJECTIVES.

Alignment: Learning activities should align with the course and module objectives of the course by engaging students in activities that directly contribute to the achievement of those objectives and integrating smoothly with the tools and media that enable these activities.

The purpose of the learning activities is to facilitate the student's achievement of the stated objectives.

Examples of *mismatches* between activities and objectives:

- The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill.
- The objective is to "prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information in the text, observe budgets worked out by the instructor, and produce only one of the several budgets.

Hybrid Courses: In courses that use both the online and face-to-face settings, the learning activities that occur in these two settings should be connected by a common thread or theme and should be mutually enriching. The connection and reinforcement are made clear to students. For example, the different parts of a particular activity might be sequenced in an alternating way in online and face-to-face meetings of the course.

V.2: LEARNING ACTIVITIES FOSTER INSTRUCTOR-STUDENT, CONTENT-STUDENT, AND IF APPROPRIATE TO THIS COURSE, STUDENT-STUDENT INTERACTION.

Interactions between the instructor and the students are designed to facilitate students' understanding and mastery of the learning objectives. These interactions may be supportive (welcome and introduction messages, "about the instructor," weekly announcements) and instructional (direct instruction, assignment feedback, FAQs, etc…). The communications between student and instructor may be one-to-one (personal emails) or one-to-many (forum postings, class announcements).

The degree and type of student-to-student interaction may vary with the discipline and the level of the course. Not all courses require the same type and frequency of student-to-student interaction. . . . Examples of student-to-student interactions may include self-introductions, group discussion postings, small-group projects, peer critiques, etc.

Quality Matters Section VI: Course Technology

VI.1: THE TOOLS AND MEDIA SUPPORT THE LEARNING OBJECTIVES, AND ARE APPROPRIATELY CHOSEN TO DELIVER THE CONTENT OF THE COURSE.

Alignment: Tools and media selected for the course should align with the course and module objectives of the course by effectively supporting the assessment instruments, instructional materials, and learning activities in the course.

Tools and media used in the course support learning objectives and are integrated with course materials and assignments. Clear information and instructions should be provided regarding how the tools and media support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective.

VI. 2: THE TOOLS AND MEDIA SUPPORT STUDENT ENGAGEMENT AND GUIDE THE STUDENT TO BECOME AN ACTIVE LEARNER.

Tools and media used in the course help students actively engage in the learning process, rather than passively, "absorbing" information. Selected tools and media should encourage the student to reflectively grasp and respond to the deeper learning process. Types of learner engagement include learner-content, learner-instructor, and learner-learner. Interactions can provide opportunities to increase learners' comfort levels, but the goal should be to facilitate the broadest and deepest learner engagement possible in the course.

Examples:

- Automated "self-check" exercises requiring student response
- Animations, simulations, and games that require student input
- Learning management system functions that provide competence/timed release functions
- Software that tracks student interaction and progress
- Discussion tools with automatic notification or a "read/unread" tracking feature

- Interactive, real-time software, such as real-time collaboration tools, webinars, and virtual worlds
- Interactive, constructivist software, such as shared documents or wikis.

VI.3: NAVIGATION THROUGHOUT THE ONLINE COMPONENTS OF THE COURSE IS LOGICAL, CONSISTENT, AND EFFICIENT.

Annotation: Navigation refers to the process of planning, recording, and controlling the movement of a leaner from one place to another in the online course.

Considerations for effective navigation devices within the online course may include:

- Adherence to accepted web standards-of-function for hypertext links, buttons, and windows
- Provisions for intuitive understanding of function when non-standard navigation devices are employed
- Consistent use of navigation devices

Quality Matters Section VII: Learner Support

The course facilitates student access to institutional services essential to student success. There are NO Quality Matters Level 3 objectives in this section.

Quality Matters VIII: Accessibility

VIII.1: THE COURSE INCORPORATES ADA STANDARDS AND REFLECTS CONFORMANCE WITH INSTITUTIONAL POLICY REGARDING ACCESSIBILITY IN ONLINE AND HYBRID COURSES.

All web-based courses should comply with the institution's accessibility and/or disability policies and procedures. To meet this standard, a course should:

- Include a link to the institution's ADA policy and/or guidelines, if available
- Include a statement that tells the students how to gain access to an institution's disabilities support services
- If the course employs a Course Management System such as Angel, Blackboard, Desire2Learn, eCollege, WebCT, Web Tycho, etc., a statement certifying ADA compliance from the CMS provider should be readily available or provided by the instructor.
- If other tools and software are used to deliver the course, the instructor should provide documentation stating their degree of ADA compliance.

Understanding eCampus

eCampus is organized using a series of *tabs*, *buttons*, *folders*, and *items*. Navigating among these units is sometimes confusing, so watch your *breadcrumbs*. (Breadcrumb navigation shows the user's path to their current location and can help keep track of locations within a course).

Tabs are used to organize material at a District level. Faculty cannot add tabs, but faculty have some control over the content that appears below the tab. At this time eCampus has six main tabs.

Primary Tabs

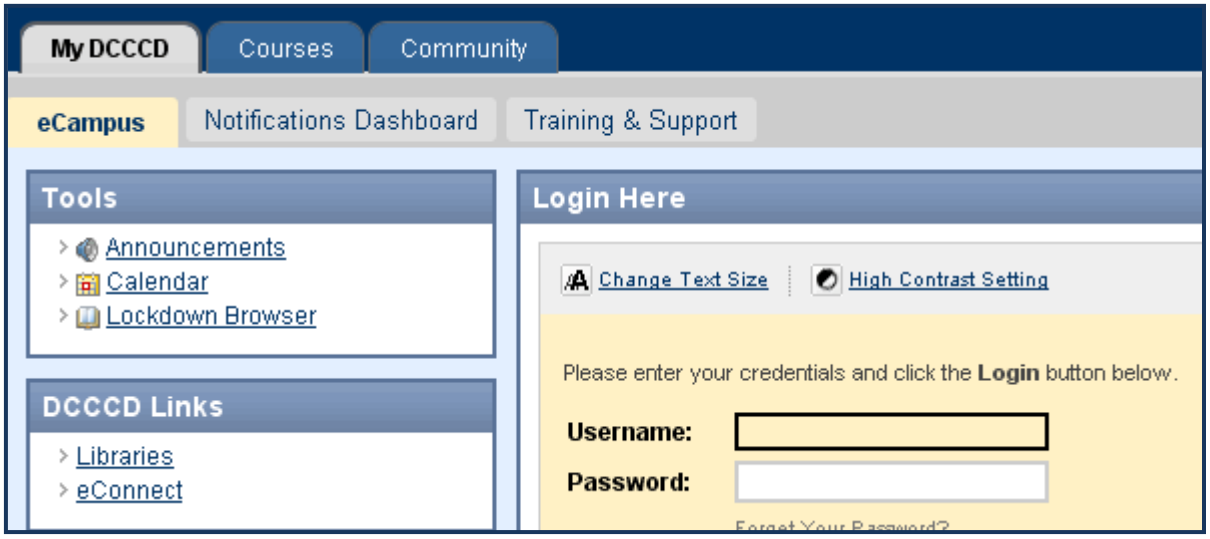
- **My DCCCD** – The customizable entry Home Page, which contains your courses and DCCCD announcements, is a list of your courses and communities, the **Tools** area where you can control your personal content, and an area for personalized content that you have opted to use in eCampus.
- **Courses** - A list of all the courses that you are teaching or are enrolled in as a student, a searchable database of all online courses, and the link to the DCCCD Digital Resource Repository.
- **Community** - A list of all the organizations that you are participating in, a searchable database of all the organizations in eCampus, and a link to the Organization Request online form. An “organization” can be a student club, a committee, or other workgroup.

Secondary Tabs

- **eCampus** - This tab is the default entry point in eCampus and contains access to all courses.
- **Notifications Dashboard** – This is tab contains important information for students and instructors. The **Needs Attention** section alerts instructors when an assignment needs grading. **Alerts** let students and the instructor know when assignments have been missed. **What's New** alerts students when new content has been posted to one of their online courses.
- **Training & Support** - This tab contains faculty and student technical support and tutorials. Some tutorials are videos, others are in PDF files. The tab contains information on DCCCD training classes as well as helpful information for faculty and a link to request a Fake Student account.

My DCCCD Home Page

Before you log into eCampus, there are several areas of the **My DCCCD Home Page** you need to review.



Tools

Announcements are not active until you have successfully logged into eCampus.

Calendar is a feature that allows you to customize a calendar within the eCampus system.

Lockdown Browser is to be used with the Respondus Quiz Generator

DCCCD Links

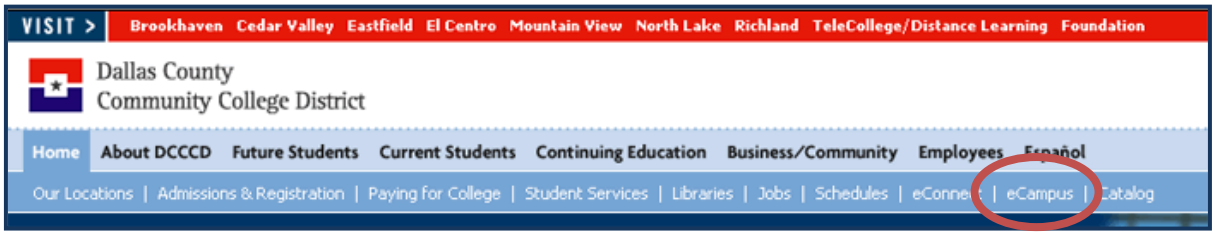
Libraries link opens in a new window and takes you directly to the Dallas County Community Library home page.

eConnect link opens in a new window and takes you directly to the home page of eConnect. To access the content in eConnect, you will have to log into the system.

Accessing eCampus, Version 9

There are several methods to access the eCampus learning management system.

1. From the DCCCD Home page, select **eCampus.**


VISIT >
Brookhaven Cedar Valley Eastfield El Centro Mountain View North Lake Richland TeleCollege/Distance Learning Foundation
Dallas County
Community College District
Home
About DCCCD
Future Students
Current Students
Continuing Education
Business/Community
Employees
Español
Our Locations | Admissions & Registration | Paying for College | Student Services | Libraries | Jobs | Schedules | eConnect | eCampus | Catalog

2. From the North Lake College Home page, select **Online Resources**

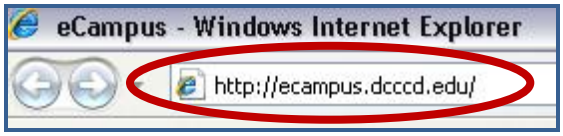
3. Type **http://ecampus.dcccd.edu** into the Internet address bar. Be sure to eliminate the WWW from the Web address.

North Lake College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Schedules | Online Resources | Campus Maps |
HOME | CURRENT STUDENTS | FUTURE STUDENTS | INTERNATIONAL STUDENTS | EMPLOYEES

NOTE: **Bookmark the Blackboard Learn log in page only.** Do not bookmark any of the other pages inside eCampus as these will lead to a broken link, page cannot be displayed error message. You must be logged into the eCampus system in order to access the program.

4. To log in, open your web browser (Internet Explorer or Firefox are recommended) and type the following web address into the browser's address bar: **ecampus.dcccd.edu**

(*Note: DO NOT type 'www.'*)



Once you are on the eCampus welcome screen, you might have to choose the eCampus version or the semester you want to work with. Once you have clicked the appropriate selection, you'll be presented with a login page.

5. Be sure to choose the correct semester's log in link.

Dallas County
Community College District
eCampus
online classroom services
Access Spring 2010 Courses
If you have enrolled in a course and do not see it when you log in to eCampus, please check back on the start date of the class. If you still don't see your course after the start date of your class, contact your instructor.
Student Assistance
If you require technical assistance, you may access our customer service center via phone or Web
Web: Technical Support
Phone: 1-866-374-7169

Logging into eCampus, Version 9

1. To log into eCampus, select the **username** text box and enter your username (a lowercase "e" followed by your Faculty or Employee ID: e.g., e1234567)

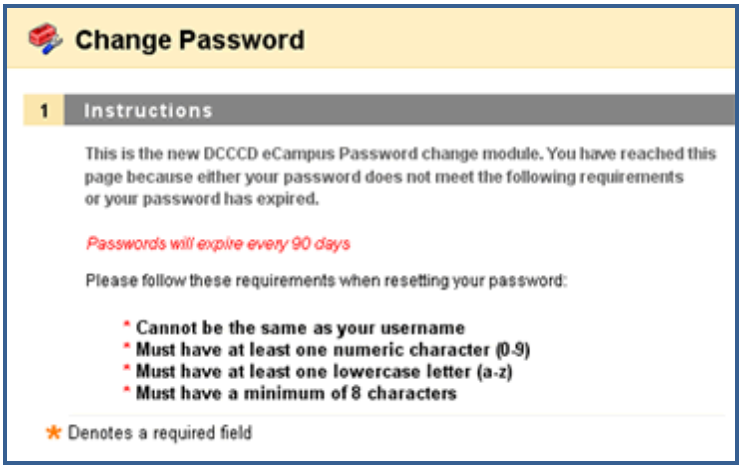
NOTE: If you have never logged into eCampus before, your password is the same as your login. Otherwise, type your password into the password box.

2. Select the **password** text box. Enter your password.

3. Select **Login**

NOTE: The **first** time you log in, **your password will be the same as your username**. Once you log in, you will be prompted to change your password. Follow the password rules to select a password of your choice.

This screen appears when a password change is required.


Change Password
1 Instructions
This is the new DCCCD eCampus Password change module. You have reached this page because either your password does not meet the following requirements or your password has expired.
Passwords will expire every 90 days
Please follow these requirements when resetting your password:
* Cannot be the same as your username
* Must have at least one numeric character (0-9)
* Must have at least one lowercase letter (a-z)
* Must have a minimum of 8 characters
* Denotes a required field

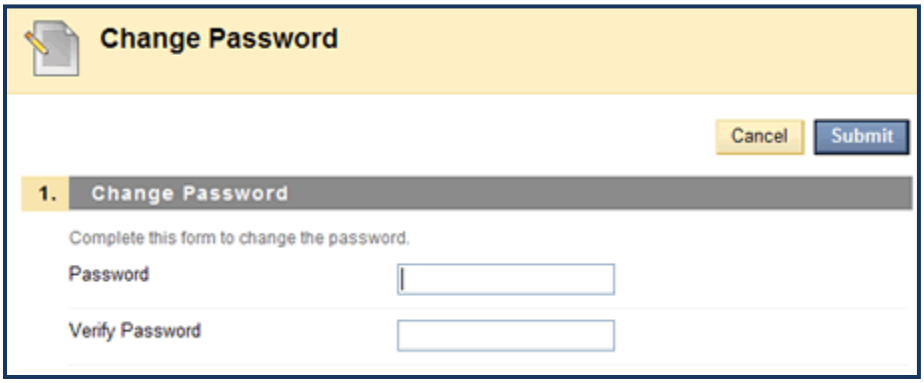
1. Your password has to be changed the first time you log into eCampus, Version 9 and again every 90 days.

2. Follow the password requirements when selecting a new password.

3. Enter your **new password**.

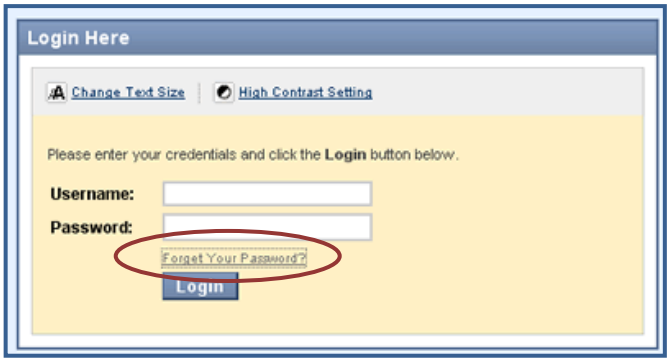
4. **Confirm** your new password.

5. Select **Submit** to save your changes.



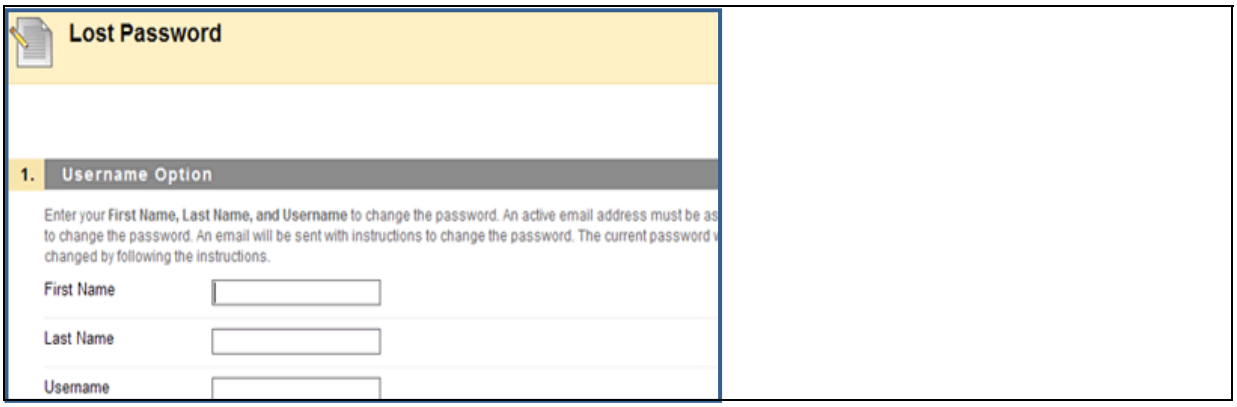
Forgot your Password?

If you have forgotten your password, select the **Forgot your password?** link.



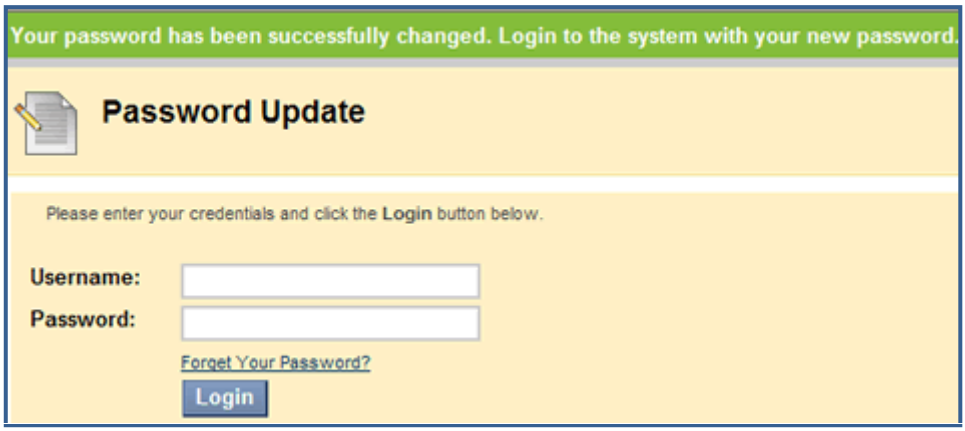
A lost password dialog box will pop up. Enter your information and a link will be emailed to you. Click the link in your email to change your eCampus password.

NOTE: For the system to email your password, you must have the correct email address in eCampus.

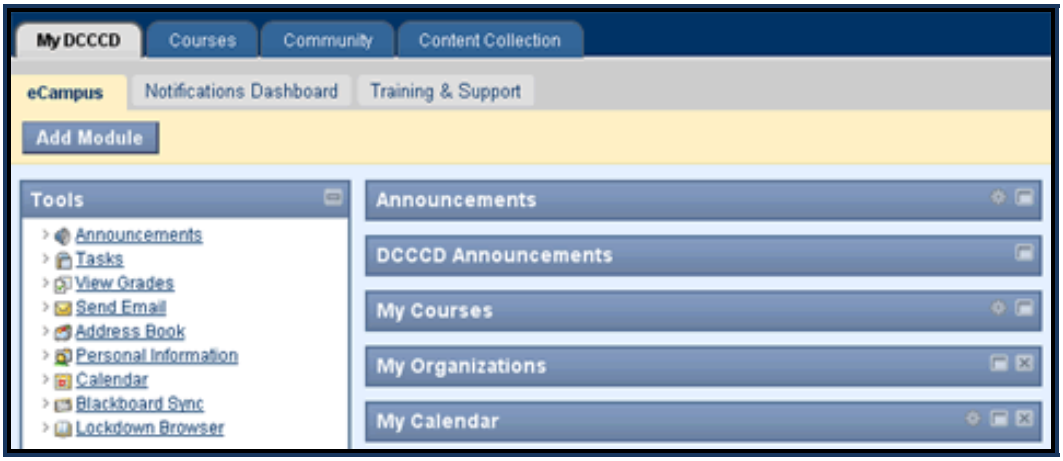

Lost Password
1. Username Option
Enter your First Name, Last Name, and Username to change the password. An active email address must be as
to change the password. An email will be sent with instructions to change the password. The current password
changed by following the instructions.
First Name
Last Name
Username

Change your password, following the password requirements when selecting a new password.

Type it in again and click **Submit**. You will see a message is a green box stating that *"Your password has been successfully changed. Login to the system with your new password."*


Your password has been successfully changed. Login to the system with your new password.
Password Update
Please enter your credentials and click the Login button below.
Username:
Password:
Forget Your Password?
Login

Once you are successfully logged in, you will see your **My DCCCD** page.



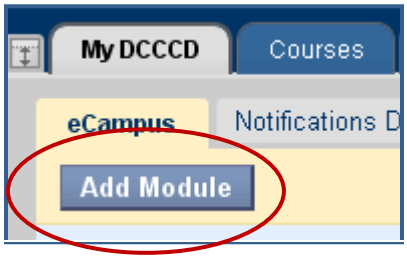
The Modules on the My DCCCD page can be customized to fit your needs.

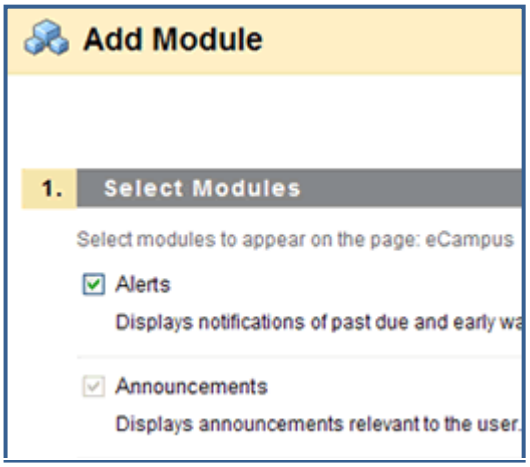
Drag and Drop Design

It's easy to rearrange the modules on the My DCCCD page. Move your cursor to the upper left section of the header bar. A double-headed arrow appears. Now, hold down the left mouse button, and simply drag and drop the module to the desired location. The section that is being moved will have a dotted line around it. Release the mouse button and the module has been successfully relocated.

Add Modules

You can also add additional modules to the My DCCCD page by clicking on the **Add Module** tab.



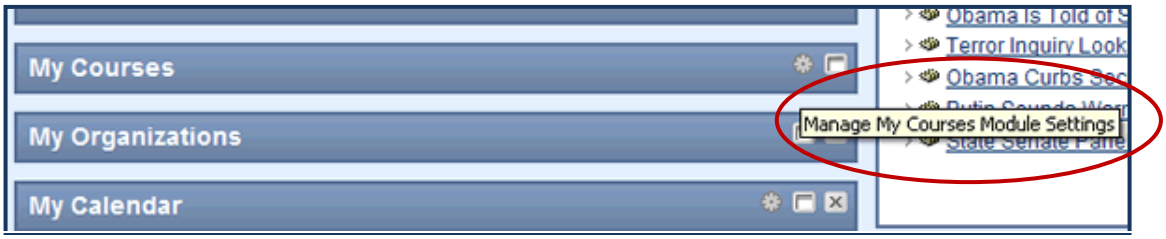

Add Module
1. Select Modules
Select modules to appear on the page: eCampus
Alerts
Displays notifications of past due and early wa
Announcements
Displays announcements relevant to the user.

To **Add Module**, simply select the modules you want, and click **Submit**.

The newly added modules will appear at the bottom of the My DCCCD page; however, you can rearrange the modules by simply dragging and dropping them to the desired location.

Personalize the Modules

Manage the Module



To personalize a module, click on the icon and a new window opens that allows you to make personalized choices. **NOTE:** Not all modules allow you to personalize the content, only a select few.

Minimize the Module

If you decide you would like to minimize the module, simply click on the icon and the module is minimized.

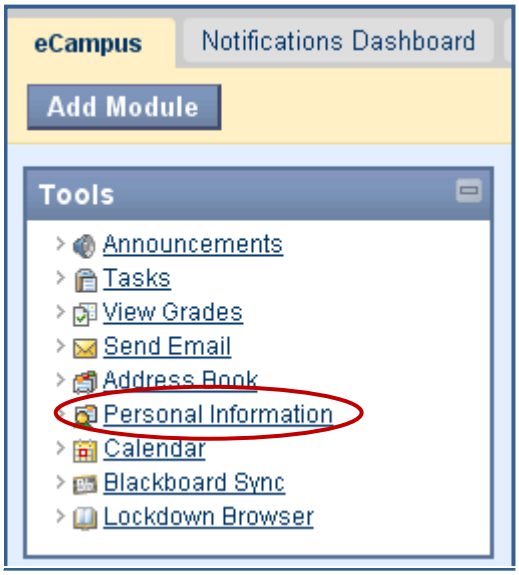
Expand the Module

If you decide you would like to view the module information, simply click on the icon and the module is maximized.

Close the Module

If you decide to remove a module, simply click on the to close it.
Removing the module does not permanently delete it. You can get the module back by going to the **Add Module** tab and re-selecting the option.

Update Personal Information and Email Address



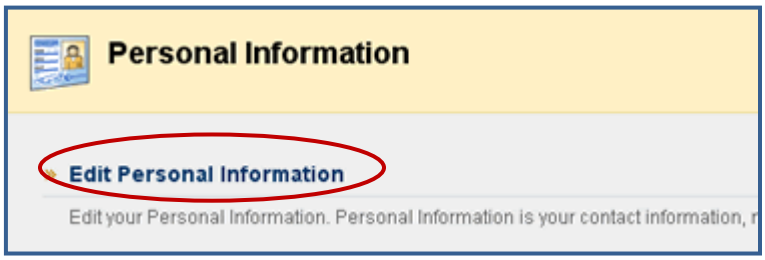
To update your name and email address, or to change your password:

1. Log into **eCampus** (if not already logged in)

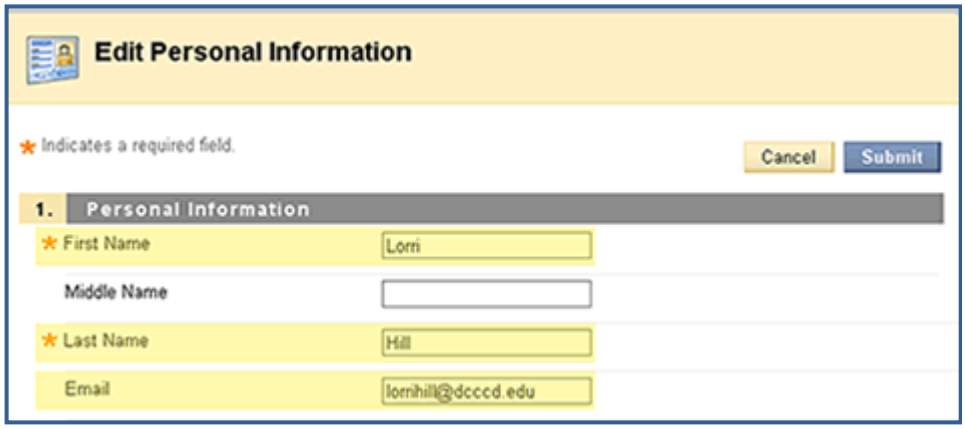
2. Select the **Personal Information** link from the **Tools** module on your **My DCCCD** page.

3. Select **Edit Personal Information.**

4. To modify your name or email, highlight the incorrect entry and type the correct information.

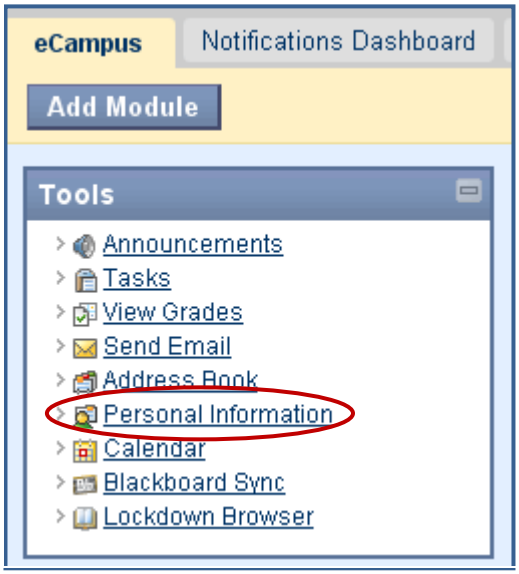

Personal Information
Edit Personal Information
Edit your Personal Information. Personal Information is your contact information,

NOTE: The Username cannot be modified. This is your Faculty or Employee ID number.



5. Select **Submit.**

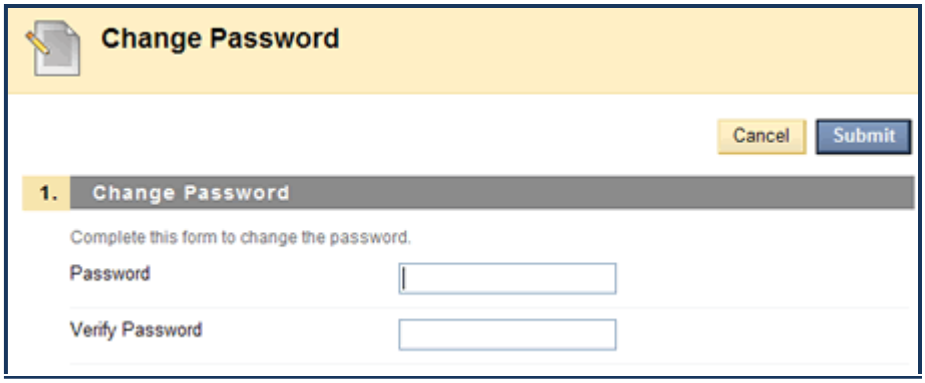
Change Your Password



1. Log in to **eCampus** (if not already logged in)
2. Select **Personal Information** from **Tools**

3. Select **Change Password**

4. Select the **New Password** text box and enter a new password. (Be sure to follow the **Password Requirements**.)



5. Enter the new password again to confirm.

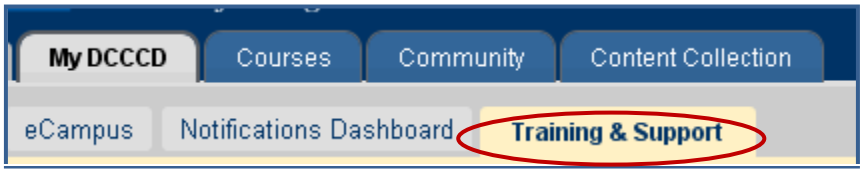
6. Select **Submit.**

Accessing the LeCroy Training Materials

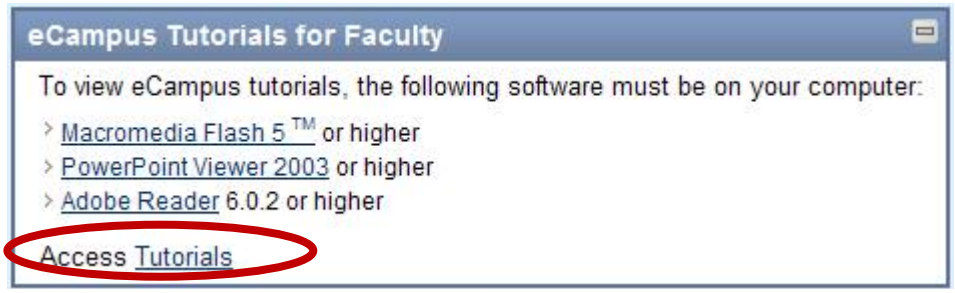
If at any time you feel you need extra tutorial assistance, help is just a click away.

1. Log into **eCampus** (if not already logged in)

2. Select the **Training & Support** tab.



3. In the **eCampus Tutorials for Faculty** section, click the Access **Tutorials** link.


eCampus Tutorials for Faculty
To view eCampus tutorials, the following software must be on your computer:
Macromedia Flash 5™ or higher
PowerPoint Viewer 2003 or higher
Adobe Reader 6.0.2 or higher
Access Tutorials

NOTE: From the **eCampus Version 9 Tutorials** page, you will be able to view the tutorials and/or download the training manuals.

*You may also call the **Faculty Help Desk** at 972-669-6460. (**DO NOT** give this number out to students; this is reserved for faculty and staff only.)*

Ordering your Fake Student Account

Before you get started with designing your content, it is recommended you request a Fake Student Account.

Why Request a Fake Student Account?

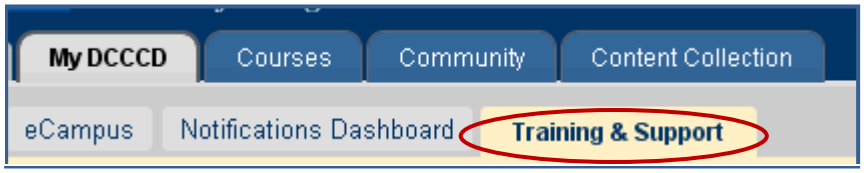
- ✓ To view your course content as your students see it.
- ✓ To test your Grade Center calculations.
- ✓ To determine if a problem is due to course setup or a student's computer.
- ✓ To take tests, submit assignments, etc., as a student to see if your course is working properly.

Using this single Fake Student Account, you can enroll yourself as a student in all your courses, year after year. Your Fake Student Account never expires or changes.

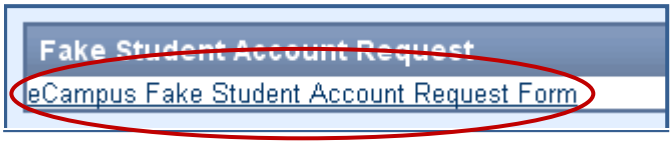
How to Request a Fake Student Account

1. Log into **eCampus.**

2. Select **Training& Support** tab



3. Select the **eCampus Fake Student Account Request Form** link on the right hand side at the bottom of the page.



4. Complete the **eCampus Fake Student Account Request Form.**

5. Select **Submit.**

Dallas County
Community College District
eCampus Fake Student Account Request Form
Do you want to see what your students see when they log in to your course? We can create a "fa
the next business day. If your account is not created by the end of the next business day, please
email with the information that you provided. You can change the fake account's names after the
Your 7-Digit ID (without the e in front):
Your First Name:
Your Last Name:
Email:
(Without a valid email address, your request will not be received and you will not receive a confirm
Submit
Reset

NOTE: It might take up to 24 hours for your request to be created. Rarely will you receive notification that the Fake Student Account has been created. However, you will need to request this account because you will be enrolling your "Fake Student" as part of the exercises in this course.

Your Fake Student Account will be a lowercase "e" followed by your Faculty or Employee ID with a lowercase "s" at the end. e.g., e1234567s.

Understanding the Difference Between Shells & Templates

- Shell – an eCampus course you can add content to. By default the shell is available to all students enrolled in the course.

- Template – an empty course workspace where you can set up a course. Once you are satisfied with your template you have it copied to your course shell.

There are two schools of thought on the template/shell issue.
Some instructors, especially coordinators who prepare materials for adjuncts, like to request a template. Once the coordinator has uploaded all the required course material, he/ she can

have it copied to shells the adjuncts will use. Once material is in a shell, each adjunct can tailor it to his/her specific teaching style.

Other instructors do not bother with templates and instead work directly in their shell. These instructors may choose to make the course unavailable to students until the start of the semester. This prevents students from accessing material prematurely.

In order to have a place to work and experiment, you will need to order a **Course Template.**

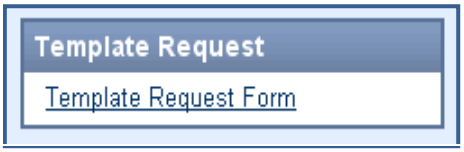
Why Order a Course Template?

- ✓ A template gives you a place to learn and experiment without worrying about students or others seeing your content until you are ready.
- ✓ A template provides a place to store content until you are ready to use the materials in a live class.
- ✓ There are never any students enrolled in a template. This allows you flexibility in designing and adding content.
- ✓ A template is a good way to become familiar with the Learning Management System (Blackboard) at a leisurely pace without having to worry about deadlines.
- ✓ As an adjunct, a template gives you a secure place to store your course content in the event the course is reassigned to a full-time instructor. This way you still have access to your course content.

How to Order a Course Template?

1. Log into **eCampus.**

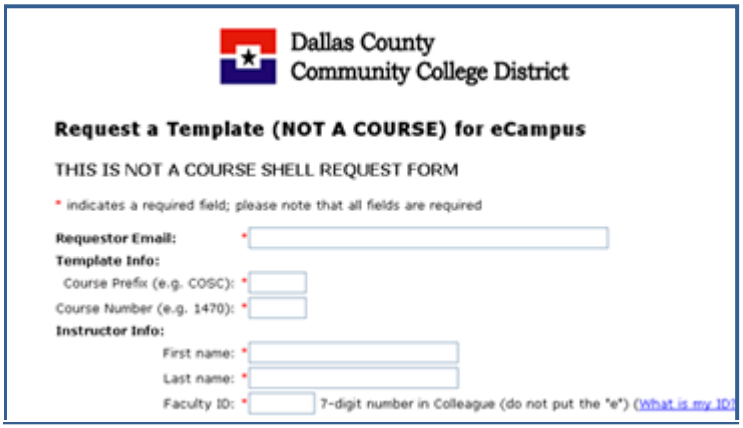
2. Click on the **Courses Tab.**



3. Click on the **Template Request Form.**

4. Complete the template request form.

5. Click **Next.**


Dallas County
Community College District
Request a Template (NOT A COURSE) for eCampus
THIS IS NOT A COURSE SHELL REQUEST FORM
* indicates a required field; please note that all fields are required
Requestor Email: *
Template Info:
Course Prefix (e.g. COSC): *
Course Number (e.g. 1470): *
Instructor Info:
First name: *
Last name: *
Faculty ID: * 7-digit number in Colleague (do not put the "e") (What is my ID?)

6. A confirmation message will appear:
eCampus Template Request Confirmation

"Your request for a template for ENGL-1301 for ULANDA FORBESS, has been sent. You will receive an email confirmation of this request and an email when your request has been fulfilled. Thank you."

NOTE: You do not always receive an email confirmation when the template has been created. The wait is usually 24 hours during a work week.

If you do not receive an email confirmation, simply log into eCampus and click on the Courses tab and your template will show in the lineup of courses. A template always has the word "Template" at the beginning of the course name: **TEMPLATE-POFT-1004-FORBESS: POFT-1004-Business Writing Essentials.** If for some reason your template doesn't arrive in a reasonable amount of time, call the Help Desk at 972-669-6460 to inquire.

Order Your Course Shell

Once you have completed the required training, you will notify your Learning Center's Colleague specialist that you wish to have an eCampus account set up for your courses. He/she must indicate on the SOFF and XEFS screens that your course should have an eCampus component.

For things to work smoothly, all sections that you want to show up in one eCampus class must be clearly identified to your colleague specialist and ONE section named as the primary section,

with the others noted as secondary. Once the SOFF and XEFS screens have been established, your course shells may take to two (2) or three (3) days to appear.

Overview of Student Tools

Students are presented with a variety of tools to help them access content areas of eCampus; however, if you are not going to be utilizing various student tools, it is a good idea to make them unavailable so students are not confused.

1. Click on **Tools** from the **Content Area**

2. A group of **Student Tools** will appear.

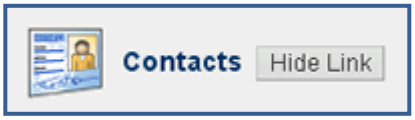
3. Click on **Hide Link** to make the tool unavailable to students. The words "**This link is hidden**" to notify you the link is unavailable to students.

Do not hide! Create and view Course Announcements.

Track important events and dates through the Calendar.

Use this tool to change your password

Create and manage Virtual Classroom and Chat sessions.



Create and manage Virtual Classroom and Chat sessions.

Create and manage Forums within the Discussion Board.

Create and manage formal groups of students to collaborate on work.

Create and send private and secure Messages to Course members.

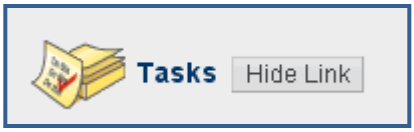
Do not hide! Shows detailed information about your grades.

Respondus LockDown Browser

View a list of users enrolled in the Course.

Do not hide! Send email messages to different types of users, system roles, and groups.

Generate a personal LessonBuilder access code.



Use tasks to keep track of work that must be completed. Each Task has a status and a due date.

Do not hide! View the User Manual in a separate window.

Create and manage live classroom environments.

Connect with your classmates and teachers on the Pronto instant messaging system.

Click on the Hide Link

to make the tools that you are not using unavailable to students.

To make the links available to students again, simply click on the words **Show Link** and the link will once again be available.

NOTE: Course tools for faculty users are discussed later in the manual.

Knowing the Control Panel

The **Control Panel** is the "behind-the-scenes" area where you can configure your course settings. This area is only available to instructors or organizational leaders.

You access the Control Panel from any page within your course or organization. It is located at the lower, left-hand side of each page. The Control Panel has many options, some of which we will explore in this course.

Later in the training, you will be asked to complete tasks using the Control Panel. For right now, let's explore the various areas of the Control Panel.

Access the Control Panel

These instructions are for anyone who is designing or creating an eCampus site. This includes faculty and organization leaders.

To get to the **Control Panel**:

1. Log into **eCampus** if not already logged in.

2. Click on the **Courses** or **Community** tab. Select your **Template, Course, or Organization.**

3. Locate the **Control Panel** under the **Course Management** area on the lower left side of the eCampus Interface.
NOTE: The Control Panel appears on every page of the course as you navigate through the content.

The **Control Panel** allows you to manage the following areas:

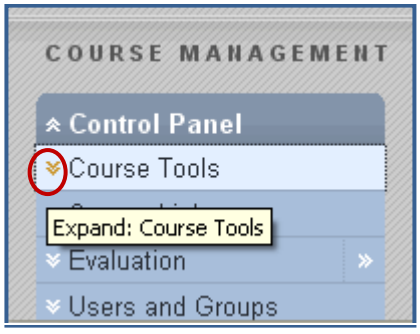
- Course Tools
- Course Links
- Evaluation
- Users and Groups
- Customization
- Packages and Utilities
- Help

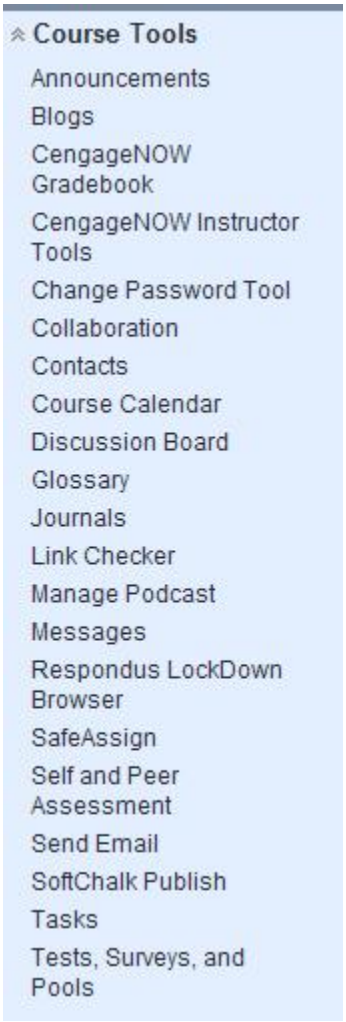
NOTE: Some of these areas we will explore in greater depth in eCampus I and eCampus II.

Control Panel: *Course Tools*

Select the **Expand** button to expand a particular **Control Panel** category.

Course Tools contains a variety of tools, the primary ones are communication tools and course system tools.





The following Tools will be discussed in eCampus I:

Announcements – post quick class updates and reminders

Change Password Tool – used to change a user password

Contacts – Create Instructor contact profile

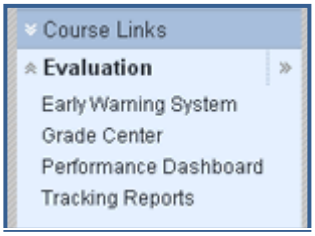
Messages – Turn this off if you do not plan on checking it. This is an internal message center

Send Email – Send email to all users in course

Tests and Pools – Assessment tools

Control Panel: *Evaluation*

Evaluation contains the **Grade Center** and related evaluation tools. Here we will focus only on the **Basics of Grade Center**.



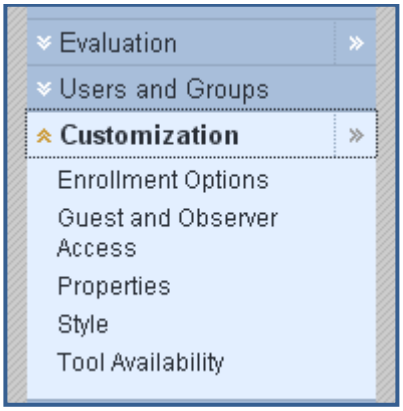
Control Panel: *Users and Groups*

Users and Groups allows you to manage your course's users and groups.

Control Panel: *Customization*

The Customization options most frequently used are:

- Guest and Observer Access (granting Guest and Observer access to the course)
- Properties (renaming the course, making the course available/unavailable, setting course availability dates, etc.)
- Style (adding course banner, changing the course Navigational Menu from a text format to a button format, etc.)



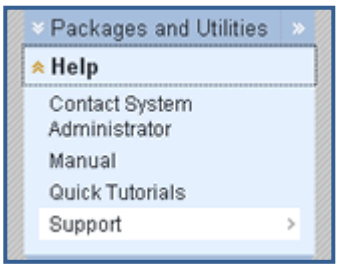
Control Panel: *Packages and Utilities*

Packages and Utilities provides tools to export, import, or recycle a course. These features are covered in greater depth in eCampus I.

Control Panel: *Help*

Help contains *Blackboard* support contacts, an online Blackboard Manual and Blackboard Tutorials.

NOTE: If you need assistance, please contact a Wildfire Mentor (see names and contact info at the end of this manual) or the Faculty Support/Help Desk at LeCroy (972-669-6460).



NOTE: The **Quick Tutorials** are Flash files and are actually useful. These short tutorials are handy if you want to refresh your skills or need additional information on a particular feature of Blackboard. We encourage you to check them out.

Managing Users

The **Enroll User** feature enables Instructors to add Users to a course and to set their course role as well as make the course unavailable to a single user.

Enroll a Student or Other User to Your Course

1. While logged into your course, go to the **Control Panel**, select **Users** under **Users and Groups.**

2. Select **Enroll User** button.

3**.** Enter the Users' **DCCCD Student ID** number: for example, e1234567, and click **Submit.**

DO NOT click Browse. This feature searches the entire DCCC District, all 176,000 users!
NOTE: If the student is already enrolled in the course, a **red notification** bar appears at the top of the screen stating "**User is already enrolled: e1234567**."

On the same note, if the enrollment is successful, a **green notification** bar appears at the top of the screen stating "**Success: Enrollment added for user: e1234567**."

LeCroy automatically enrolls students in your course when they register; however, there might be the occasional instance when the two different systems are not working simultaneously. If this occurs, you need to manually enroll the student.

IMPORTANT NOTICE: When enrolling students in any course, first, check eConnect to make sure the student is indeed registered for the course. eConnect is the most current, up-to-date registration information. If someone claims he/she is registered for your course, but doesn't appear in eConnect, contact your Division office for assistance.

Change a User's Role in the Course

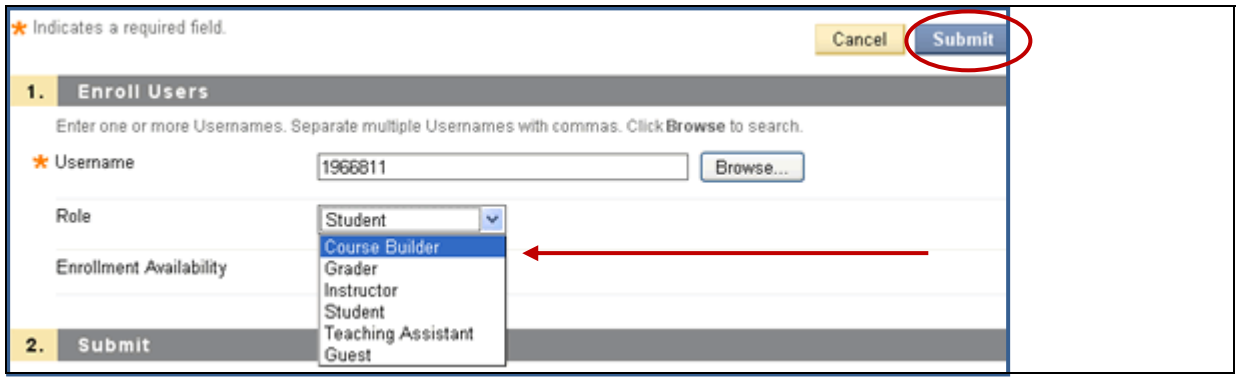
While in this same area, you can change a user's role for the course, or make the course unavailable to a single user.

There may be instances when you want to enroll another instructor in your course to receive assistance, or to have someone check the status of your progress. Then, you would enroll the person as a Course Builder, or Instructor to enable them appropriate access to the course content.

To change a **User's role** in your course, follow these steps while enrolling the individual in your course:

1. While enrolling a User into your course, select the appropriate **Role** from the drop down menu: Student, Course Builder, Grader, Instructor, Student, Teaching Assistant, or Guest.

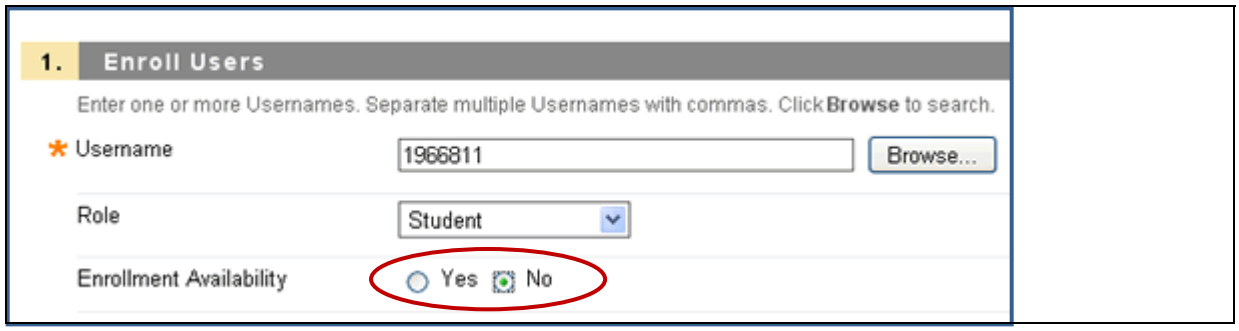
2. Select **the Submit** button to complete the process. Now, you have successfully enrolled an individual in your course and changed his/her role for course access.



Make the Course Unavailable to a Single User

There might be times when a student misbehaves in an online course, and the student is ignoring your attempts to contact them. If this is the case, you may want to make the course unavailable to the student so he/she doesn't have access to the content until they contact you and the issue is resolved.

1. While enrolling a User into your course, select **No** for **Enrollment Availability**.
NOTE: Yes is selected by default.



2. Select **Submit** button to complete the process. Now, you have successfully changed the course availability of a single person in your course. To re-establish course availability for the User, repeat the process and select Yes. The course then becomes available.

NOTE: No content is lost or deleted with this process. Be sure to notify your Division Dean or Assistant Dean that this is occurring in case the student contacts them before contacting the instructor.

List Users in Your Course

To see all the Course Users:

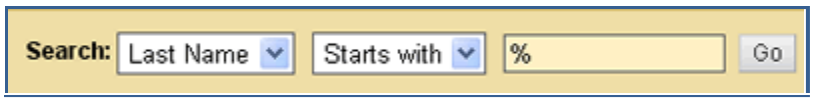
1. Log into eCampus

2. Select the desired course.

3. In the **Control Panel**, expand **Users and Groups**.

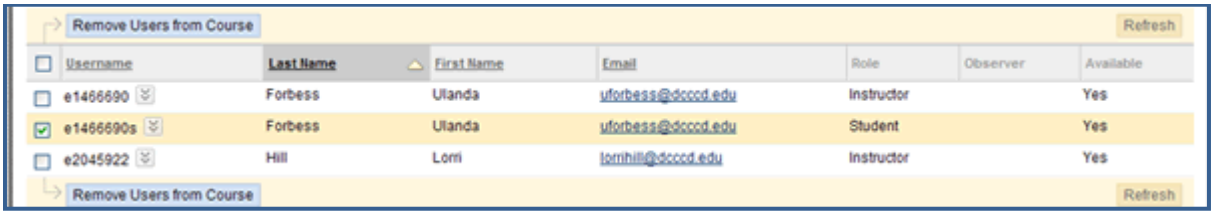
4. In the **Search** field area, select **Username Starts with** from the drop down boxes.

5. Type **%** in the Search area. The **%** is a wildcard character that will show all users.

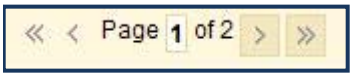


6. Select **Go**.

A list of every student/user enrolled in your course will appear.



If you have lots of students enrolled in your course, then you will need to scroll to the bottom of the screen, and click **Show All, Page Forward, or Edit Paging** to see the entire list of enrolled students.



Remove Users from Your Course

There might be times when you want to permanently remove Users from your course.

CAUTION: Removing a User from your course will remove the student's entire course content, including assignments, quizzes, and discussion postings.

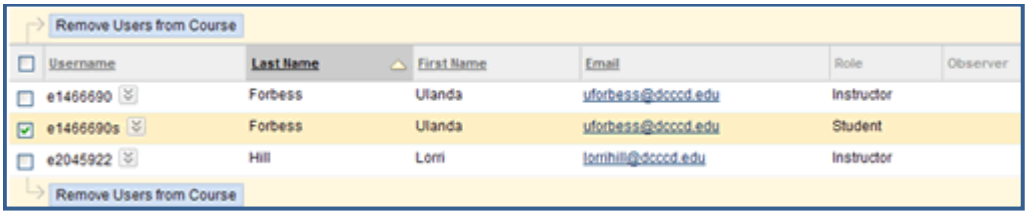
First, check your eConnect roster to make sure the student has been dropped from your course. Next, check the list of course Users in your eCampus course by looking to the far right-hand side of the screen under the label **Available**.

If No is present, this is a good indication that the student has been dropped from the course.

Proceed with Caution on the Next Steps.

1. In the **Control Panel**, expand **Users and Groups**.

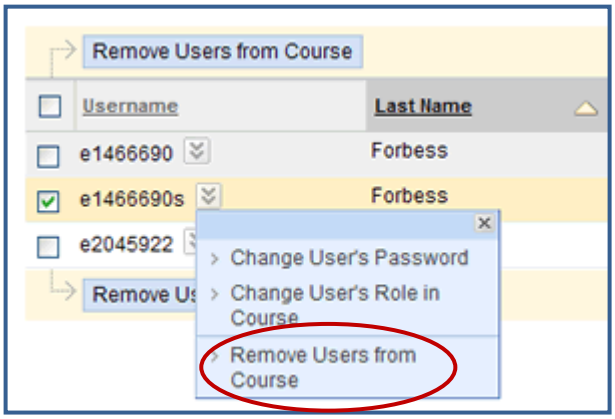
2. In the **Search** field area, select **Username Starts with** from the drop down boxes.
3. Type **%** in the Search area. The **%** is a wildcard character that will show all users in the course.
4. Select **Go**.



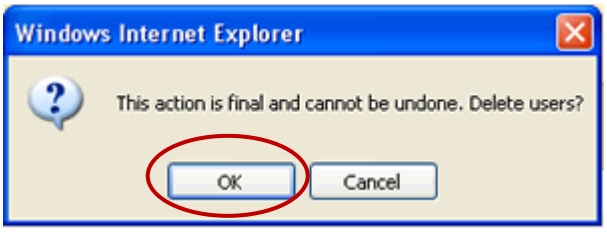
5. Click on the empty box next to the student's name to activate the student's account.

6. Click on the **Chevron** (double down arrows icon) next to the student's name and expand the area.

7. Select **Remover Users from Course**.



8. You will receive a warning message stating that the action is final and cannot be undone.



If you are certain, select **OK** to continue; **Cancel** to cancel the action and return to the previous screen.

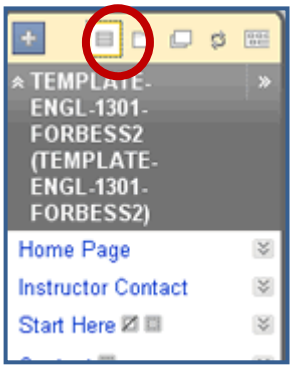
NOTE: If you are not sure whether to remove a User from your course, it is suggested that you Hide the User in the Grade Center rather than risk deleting a student and his/her content, which cannot be recovered. This action will be covered in the Basics of Grade Center section.

Short-cut Icons for the Navigation Links

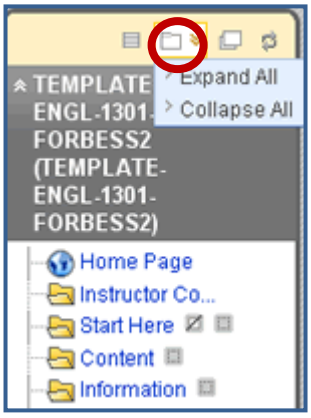
There are a set of short-cut icons located above the course name in the navigation links panel.

- The Plus icon is used to add the following items:
  - Content Area
  - Tool Link
  - Course Link
  - Module Page
  - Subheader
  - Divider

- The List icon allows users to view the navigation links in a list view.



Note: This is the default view for the navigation links.

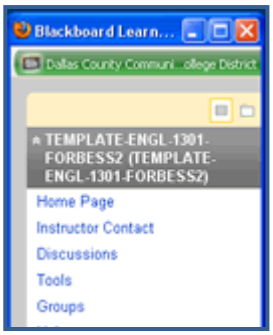


- The Folder Icon shows the navigation in folder view.

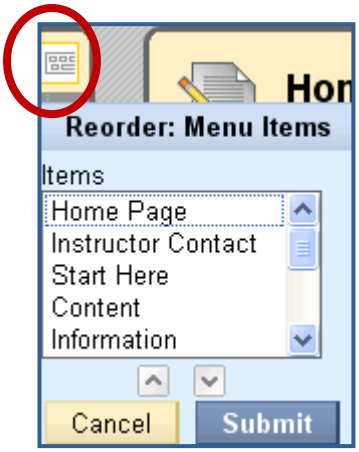
The Expand All link allows the user to see all of the folders listed in the Navigation view.

The Collapse All link allows users to collapse the folder view.

- The Stacked Paper icon causes the navigation links in the course to open in a new window.



- The Refresh icon allows the user to refresh the course page.



- The Reorder icon allows you to use a pop-up menu window to reorder the navigation links in the course using the up or down arrows.

Designing Navigation

Blackboard 9 allows for easy creation and customization of your course content. Each new course opens to a course **Home Page** that contains the modules that are designed to provide students with information on what has changed in the course since they last visited, which items require attention and are past due or due in the near future.

The Home Page

By default, the **Home Page** contains the following modules:

Announcements

My Calendar

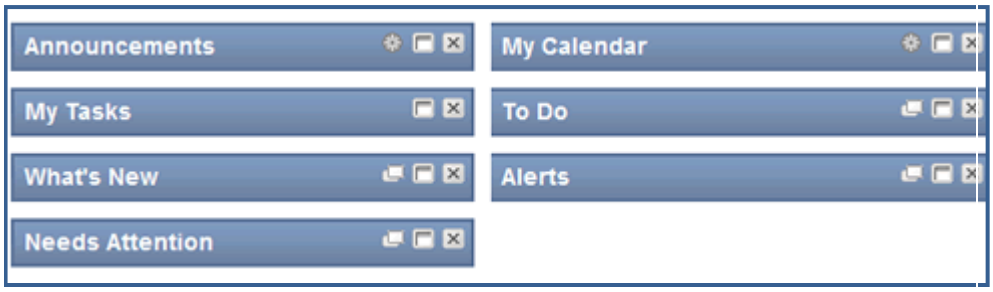
My Tasks

To Do

What's New

Alerts

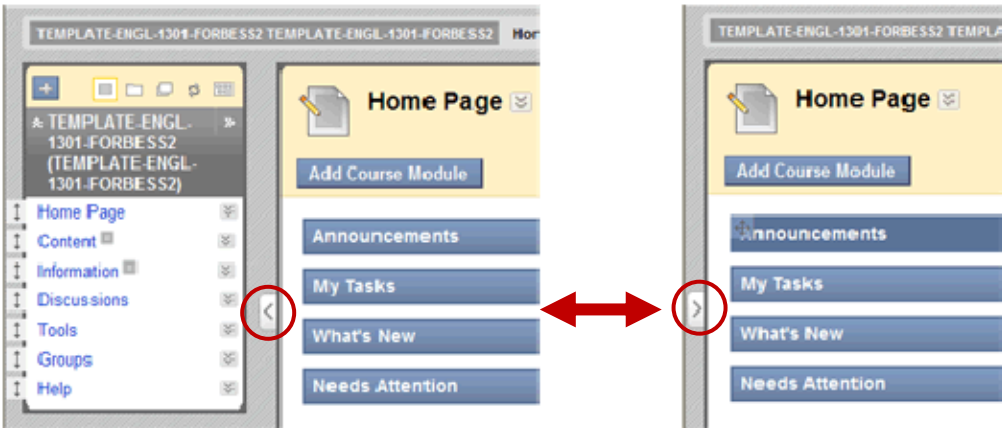
Needs Attention



NOTE: Instructors can modify the course **Home Page** to meet their needs.

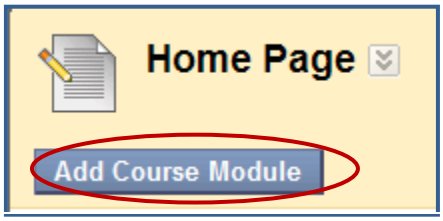
Show/Hide Left Menu Panel

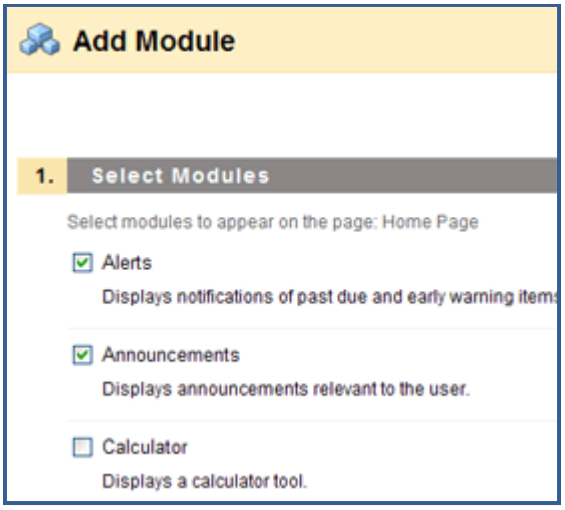
If you would like to see more of the **Home Page**, simply click on the **arrow** to hide or show the left menu panel.



Add Modules

You can also add additional modules to individual courses by clicking on the **Add Course Module** button.




Add Module
1. Select Modules
Select modules to appear on the page: Home Page
Alerts
Displays notifications of past due and early warning items
Announcements
Displays announcements relevant to the user.
Calculator
Displays a calculator tool.

To **Add Course Module**, simply select the modules you want, and click **Submit**.

The newly added modules will appear at the bottom of the course Home Page; however, you can rearrange the modules by simply dragging and dropping them to the desired location.

Personalize the Modules

Manage the Module

To personalize a module, click on the icon, and a new window opens that allows you to make personalized choices.

NOTE: Not all modules allow you to personalize the content, only a select few.

Collapse the Module

If you decide you would like to minimize the module, simply click on the icon and the module is minimized.

Expand the Module

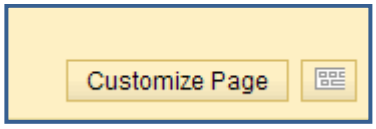
If you decide you would like to view the module information, simply click on the icon and the module is maximized.

Close the Module

If you decide to remove a module, simply click on the icon to close the Module. Closing the module does not permanently delete it. You can get the module back by going to the **Add Course Module** tab and re-selecting the option.

Customize the Page

Another unique feature of the course **Home Page** is that instructors can personalize the colors of their course by clicking on **Customize Page**.

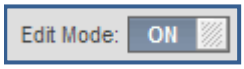


Click on the name of the color choice, and click **Submit**. The changes take place immediately.

Create a Course Announcement

Announcements are now located on the **Home Page**, which is the first page the students see when they enter a Blackboard course, so it is a great place to put time-sensitive information such as deadlines, changes, corrections, clarifications, and schedules. This is not a place to put long pieces of information, just short announcements.

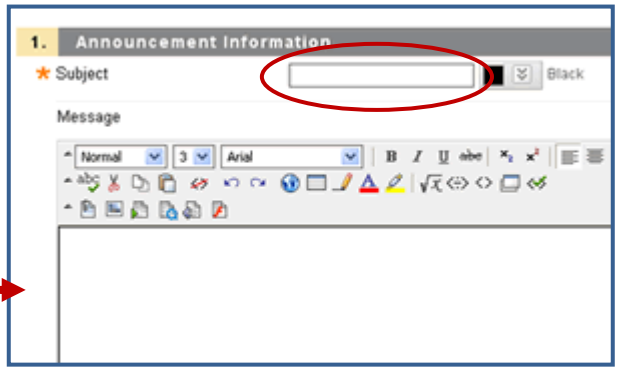
With Edit Mode On:



1. Click on the word **More** located at the bottom of the **Announcements** module. Here you can create, rearrange, modify, or delete Announcements.

2. Click on the **Create Announcement** button.

3. The Announcements area opens.

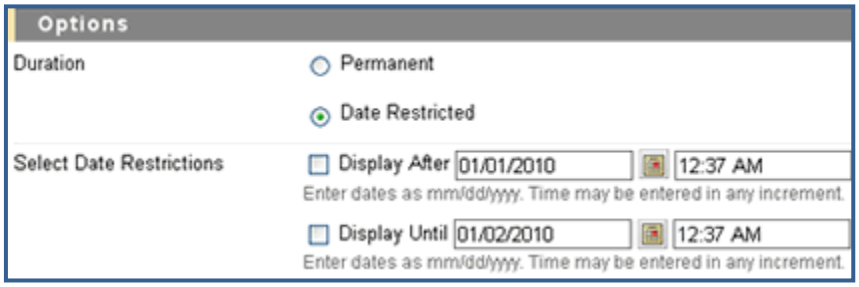


4. Include an appropriate **Subject** line for your Announcement.

5. Include a short Announcement message in the **Message** area. Here you can change font color, underline, bold, or italicize your font.

You can also include active Hyperlinks, insert images, or attach files using the **Visual Editor**.

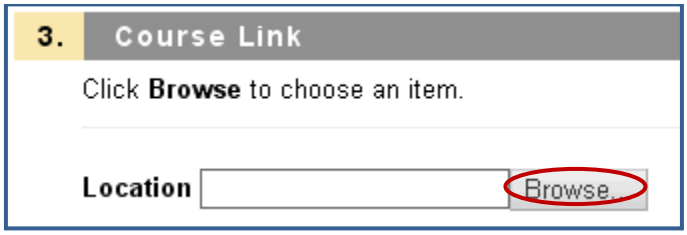
6. **Options** – Here you can choose to have the Announcement be **Permanent** or **Date Restricted**.



NOTE: If you choose Date Restricted, you MUST choose a **Display After** date and time and a **Display Until** date and time or the system won't operate properly.

NOTE: Use this option sparingly. A Permanent Announcement always appears first in the list, even if you update or change the order of the other Announcements. This could create problems for your students if you post an Announcement and it rolls to the bottom of the list because other announcements have been made Permanent.

7. You can choose a **Course Link** if you want students to navigate to a certain area in the course from the **Announcements** field.



NOTE: This is helpful if you are announcing an upcoming event and want students to be able to easily navigate to the content.

8. Click **Submit** to save your changes.

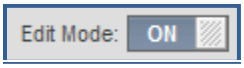
Creating Contact Information

The **Contact Tool** allows Instructors to post information about themselves, teaching assistants, and guest speakers. The page provides users with a resource to look up names, email addresses, office hours, and photographs of course instructors. There is also an option to create folders. This is an excellent way to organize this section if there are a number of TA's or Lab Instructors.

The **Faculty Information** page is a great place to put important information such as office hours and phone numbers, but it also gives you an opportunity to put some information about yourself - either professional or personal - for your students to see. This is especially helpful in a completely online course where you may never actually meet your students face-to-face.

Complete the Contact Information

With Edit Mode On:



1. Under the Control Panel, click on **Course Tools** and then click on **Contacts**.

2. Click on **Create Contact**.

3. Complete the desired text fields.

Instructional Designer & Course Development Specialist - Lorri Hill
Email lorrihill@dcccd.edu
Work Phone 972-273-3268
Office Location Main Campus - North Lake College Room - L 241 Library Building
Office Hours 8:30 Am - 4:30 PM This is subject to change based on the types of courses we are teaching. Please call ahead or email me.
Personal Link http://www.lorrihill.com
Notes
I work primarily with faculty and staff assisting them with their online course development and multimedia needs. I have been at North Lake for 3 years now and being on the ground floor of the development and growth of the Wildfire Institute has been an exciting and

4. Make the **Profile Available**.

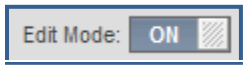
5. You may attach an image file to your profile. If the image is not the correct size, the system will resize the image, and some distortion may occur. It is best to size the graphic image in a program such as Photoshop before attaching. If you need assistance with your image, contact wildfire@dcccd.edu and we will resize it for you.

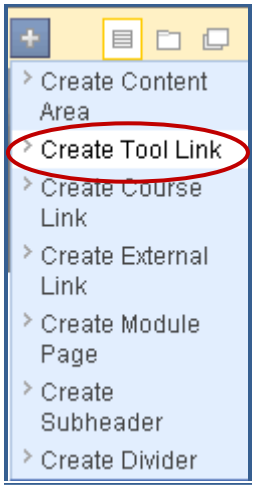
6. Scroll to the bottom of the page and click the **Submit** button.

Create a Contact Tool Link

Because the **Contact Tool** is located inside of the student **Tools** section, it is important to make this information readily available to students. Therefore, we recommend that you create a **Content Tool** link in the Navigation area so students can easily access your contact information.

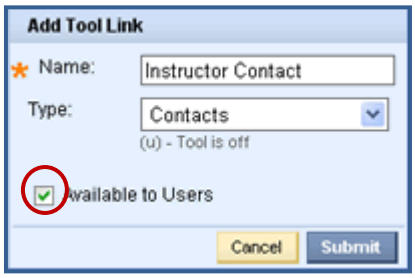
With Edit Mode On:





1. Hover over the on the top left of the menu. Click on **Create Tool Link**.

2. A popup box will appear.



Type a **Name**, **Instructor Contact** is a commonly used name.

Choose **Contacts** as the **Type** from the drop down box.

Click on the check box next to **Available to Users** to make the Tools link available to the students.

3. Click on the **Submit** button. You will now be able to see your new link.

4. Move the link closer to the top of the Navigation area.

Designing a Welcome Message

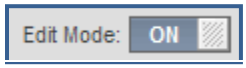
It is important to tell students the purpose of the eCampus site and how to navigate the information located in your course. Adding a Welcome Message or Start Here navigation helps to acquaint the student with the content you have made available to them.

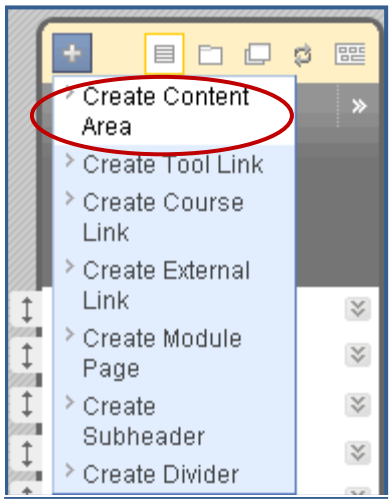
QM 1.1

Adding a **Start Here or Welcome** navigation meets Quality Matters Standards 1.1:
Instructions make clear how to get started and where to find various course components.

Create a Content Area – Welcome or Start Here

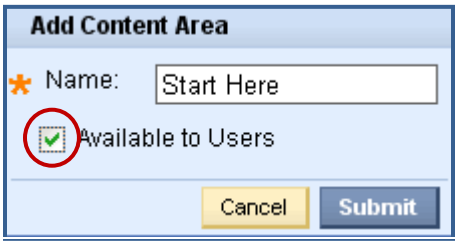
With Edit Mode On:





1. Hover over the on the top left of the menu. Click on **Create Content Area.**

2. When the popup window opens, enter a name for the content area. Call this area, **Welcome** or **Start Here**.



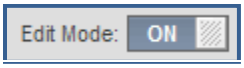
Choose whether you want to make this link **Available to Users**. Click **Submit** to finish creating the content area.

NOTE: Even if you click **Available to Users**, if the content area is void of content, then this graphic icon will display . Once you add content to the area, the link will be available to users.

Create a Message to Users

The **Create Item** feature allows you to add content to your course. Here you can create a message to your students, or files can be uploaded in their original format. When students click on the link created, the files are downloaded to the student's computer.

With Edit Mode On:

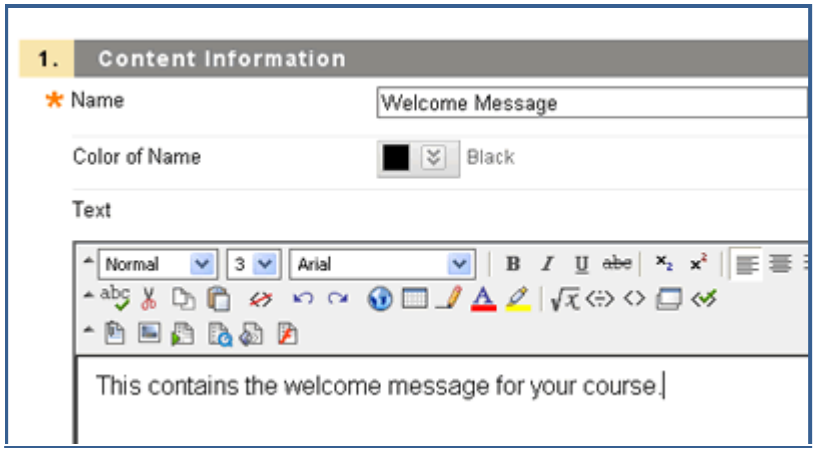


1. Click on the desired Content Area (**Welcome or Start Here**).

2. Click on the **Create Item** icon.

3. Enter a name for the document into the **Name** field.

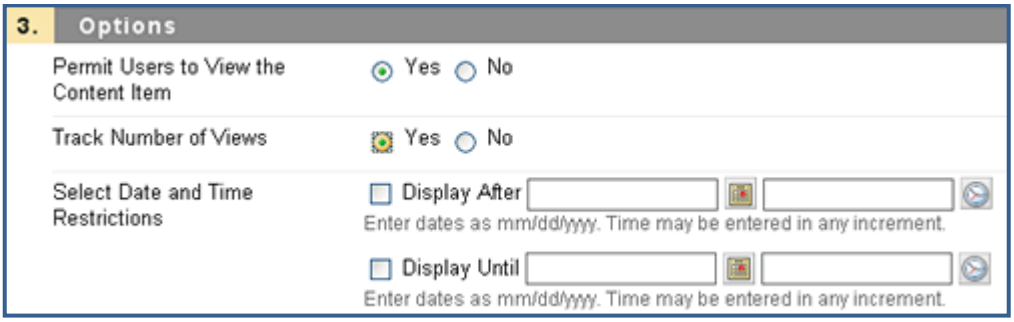
4. Enter a message into the **Text** field. (See suggestions for messages in the TASK box below.)



Tell your students the purpose of using the eCampus site. Explain to them that you will post announcements on this site if the campus should have to close for any reason. Or, you might want to post extra credit assignments.
Some instructors like to place their lectures on the eCampus site for those students who had to miss class.

Whatever you decide to use the site for, you need to explain to your students the importance of checking the site for pertinent class information.

5. **Options**


3. Options
Permit Users to View the Content Item
Yes
No
Track Number of Views
Yes
No
Select Date and Time Restrictions
Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.
Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Do you want to permit users to view the content? **By selecting** YES**, you are allowing your students to see the document. Typically, documents are made "invisible" when you don't want students to access them yet. You can change this at any time.**

Do you want to track number of views? - This option lets you track how often individual users view the document. Track Number of Views is optional. Tracking the Number of Views allows you to see which students have accessed the content or not by going to the Performance Dashboard (which is covered in eCampus I sessions).

Select Date and Time Restrictions - This option enables you to set the dates that the document will be visible and invisible. This automates the "permit users to view the content item" option.

NOTE: Select Date and Time Restrictions: Be aware, if you select this feature, **you MUST select a Display After AND a Display Until date** for the system to function properly.

5. Scroll to the bottom of the page and click **Submit** button.

Designing Course Content

eCampus has several default navigation links, each with a specific purpose. While you may ultimately choose not to use all of these links, it is still nice to have an understanding of what each is intended to do.

Start Here is ***not*** a default link, but it should be. Please consider adding a **Start Here** button or link for your class so your students will know what to read first. The Start Here area contains any information your students need to begin class. Examples include:

- A short greeting to make students feel welcome in the class

- Your syllabus
- Class policies
- A list of plug-ins students might need
- An overview of how to use Blackboard

NOTE: Wildfire has several RLOs (Reusable Learning Objects) that contain common introductory course information you may want to include in your **Start Here**. Contact Wildfire@dcccd.edu to find out how to add RLOs to your course content.

Examples of Course Navigation

- **Course Information** – This section is a good place to post a short description or overview of your course. You may also want to include (or link to) your syllabus. Course objectives can also appear here, along with class policies and any other material that helps define your class.

- **Announcements** – (just until everyone becomes familiar with navigating to Announcements from the Home Page). This area is where you can post quick class updates. This can include reminders about tests or a mention of a campus job fair.

- **Contact** – Rename this link to Instructor or Staff Contact. This area can be used for contact information, but can also help humanize your online presence. Posting photos of yourself might make you more of an individual and less of an email address.

- **Tools** – This area contains links to all the Blackboard tools available to your students. Some tools, like My Grades, are invaluable. Others, like the Calendar, are not very useful. You may want to hide some of the tools that you are not using in class so your students are not overwhelmed by the variety.

- **Modules or Chapters or Units** – (This is where the course assignments go) It can also contain all assessments. Typically instructors break this area into several subfolders. Some instructors organize by week, topic, modules, and/or assignment type.

- **Discussions** – (Rename this link to Discussion Board and hide it if you do not use the Discussion Board.)

- **Student Services** – This is an area that should contain external links to all NLC and district Student Services.

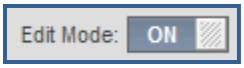
- **Other links** – These links can be anything that other people suggest. If there is any links that you are not using, you should hide them so the students are not overwhelmed by the empty links.

- **Other Links or Buttons** – These links can be added to your course. You may want to consider a few of the following:
  - FAQs
  - Rubrics
  - Tests
  - Sample Assignments
  - Labs
  - Books

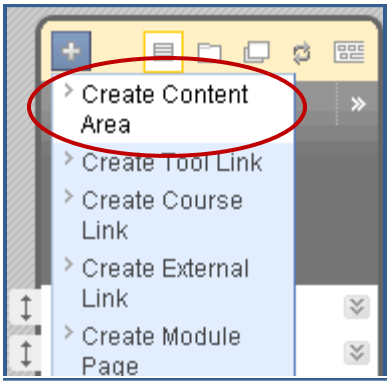
Add/Manage Content

Add navigation to the **Course Syllabus**.

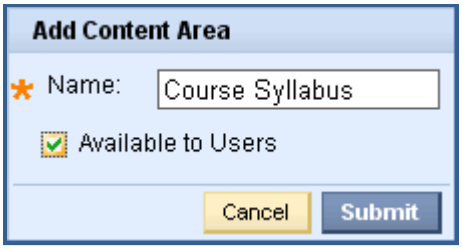
With Edit Mode On:



1. Hover over the on the top left of the menu. Click on **Create Content Area.**



2. A popup window will open where you must enter a name for the content area. Call this area, **Course Syllabus.**



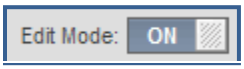
Choose if you want to make this link **Available to Users.** Click **Submit** to finish creating the content area.

NOTE: Even if you click **Available to Users**, if the content area is empty of content, then this graphic icon will display . Once you add content to the area, the link will be available to users.

Create an Item

The **Create Item** feature allows you to add content (such as your Course Syllabus) to your course. Here files can be uploaded in their original format. When students click on the link created, the files are downloaded to the student's computer.

With Edit Mode On:



1. Click on the desired Content Area (**Course Syllabus**).

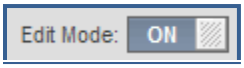
2. Click on the **Create Item** icon.

3. Enter a name for the document into the **Course Syllabus** field.

4. Enter a message into the **Text** field.

The **Create Item** feature also allows you to create a message to your students.

With Edit Mode On:

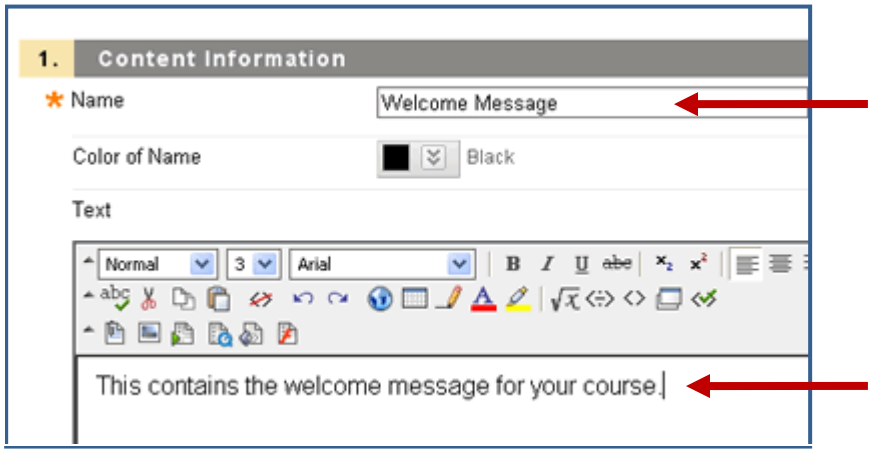


1. Click on the desired Content Area (**Welcome or Start Here**).

2. Click on the **Create Item** icon.

3. Enter a name for the document into the **Name** field.

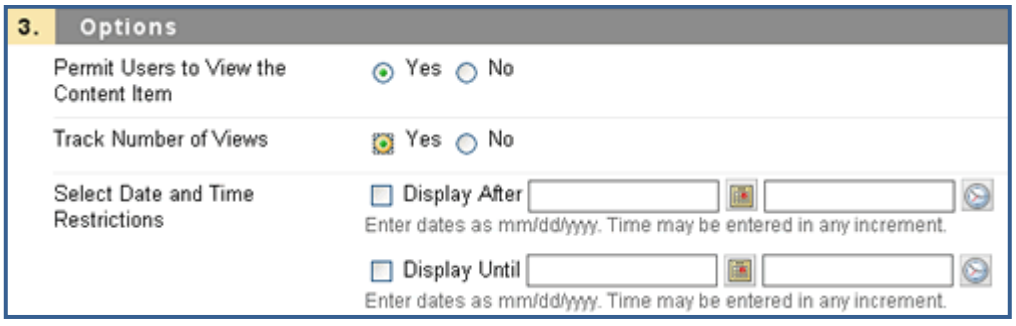
4. Enter a message into the **Text** field. (See suggestions for messages in the TASK box below.)



Tell your students the purpose of using the eCampus site. Explain to them that you will post announcements on this site if the campus should have to close for any reason. Or, you might want to post extra credit assignments.
Some instructors like to place their lectures on the eCampus site for those students who had to miss class.

Whatever you decide to use the site for, you need to explain to your students the importance of checking the site for pertinent class information.

5. **Options**


3. Options
Permit Users to View the Content Item
Yes
No
Track Number of Views
Yes
No
Select Date and Time Restrictions
Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.
Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Do you want to permit users to view the content? **By selecting** YES**, you are allowing your students to see the document. Typically, documents are made "invisible" when you don't want students to access them yet. You can change this at any time.**

Do you want to track number of views? - This option lets you track how often individual users view the document. Track Number of Views is optional. Tracking the Number of Views allows you to see which students have accessed the content or not by going to the Performance Dashboard (which is covered in eCampus I sessions).

Select Date and Time Restrictions - This option enables you to set the dates that the document will be visible and invisible. This automates the "permit users to view the content item" option.

NOTE: Select Date and Time Restrictions: Be aware, if you select this feature, **you MUST select a Display After AND a Display Until date** for the system to function properly.

5. Scroll to the bottom of the page and click **Submit** button.

Create a Folder

The Create Folder feature allows you to create folders which help you organize and sort your course content.

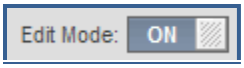
Folders make it easier for students to find documents by limiting the amount of scrolling they need to do and by labeling specific content areas.

There are two main methods of using folders to organize your material; content-based and chronological order.

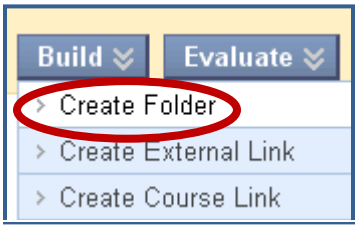
An example of content-based organization is creating a folder for all your lecture notes, another for readings, a third for PowerPoint presentations, etc. An example of chronological order is to create a folder for all Week One materials, another for Week Two etc.

NOTE: Items must be uploaded into each folder. Although items cannot be moved by dragging and dropping from other areas of Blackboard, they can be copied between areas or courses.

With Edit Mode On:



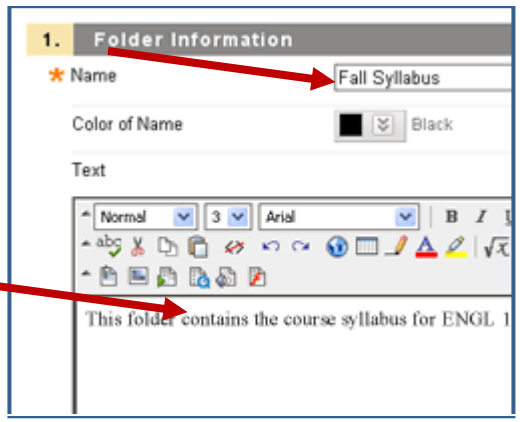
1. Click on the desired Content Area (**Course Syllabus).**



2. Hover over the **Build** button and click on **Create Folder**.

3. Enter a name for the folder into the **Name** field.

4. Type a description of the folder contents into the **Text** field.



NOTE: Here you need to explain to students the contents of the folder. For example, you might add a sentence that states: This folder contains the course syllabus for ENGL 1301.7426, Spring 2010 semester.

This process meets the ADA requirements for assisting students in locating and accessing information quickly. All students, not just students with disabilities, will be able to determine the contents of the folder and easily access the desired content.

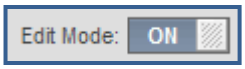
QM 8.1

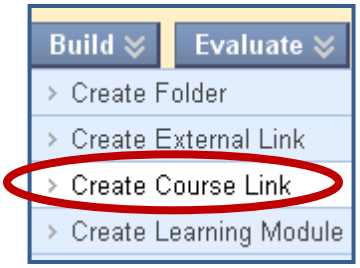
Adding a folder description meets Quality Matters Standards 8.1:

The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.

Create a Course Link

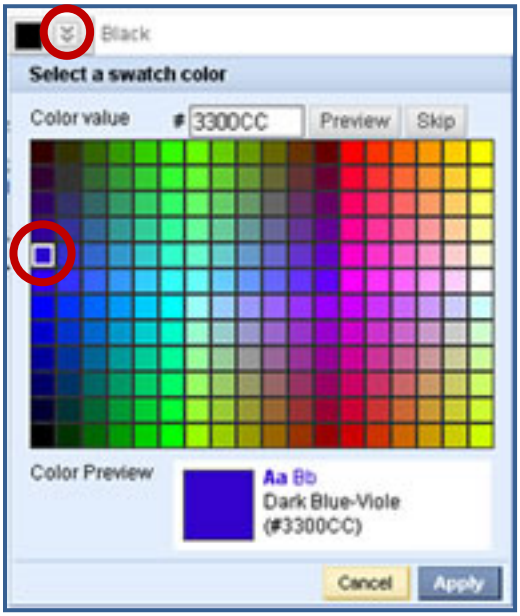
With Edit Mode On:



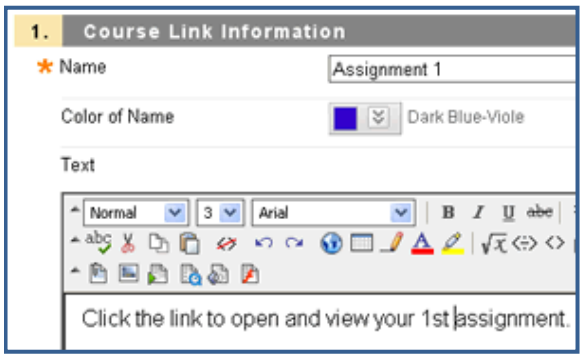


- Click the chevrons on the **Build** button.
- Select the **Create Course Link**

- To select the link color, click the chevrons beside the black color square in the **Color of Name** area.



- Select a hyperlink blue from the selection of colors.
  Note: When using a link, it is best to use blue because this color is associated with hyperlinks on the web.
- Click **Apply** to select the color.

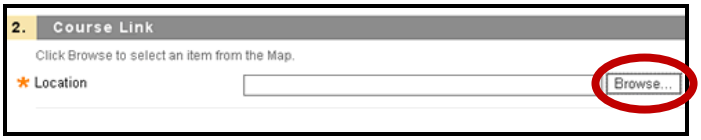


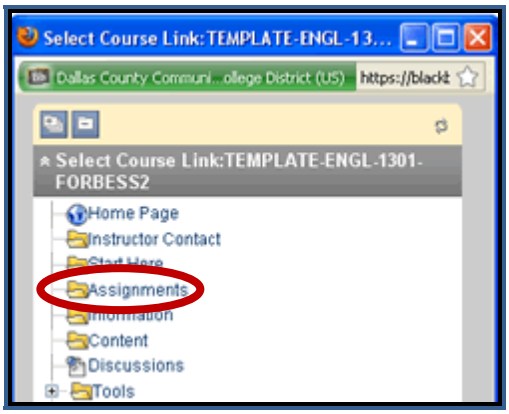
- Add a title for the link in the **Name** field.
- Type a description for the link in the **Text** area.

QM 8.3

Adding a **title for the link and a description** meets Quality Matters Standards 8.1: *Course pages have links that are self-describing and meaningful.*

Click the **Browse** button to select the **Course Link**.

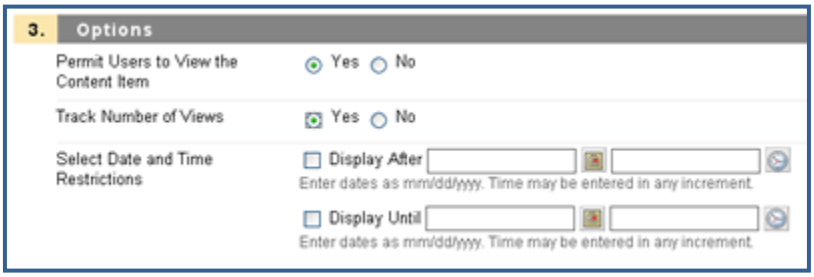




- Select the location of the **Course Link** from the pop-up window by clicking on the folder.

  Note: Click the plus sign to open a folder to select a second level folder

- The link is selected when you see the name in the **Location** area.


3. Options
Permit Users to View the Content Item
Yes No
Track Number of Views
Yes No
Select Date and Time Restrictions
Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.
Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

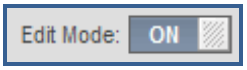
- Select **Yes** or **No** for **Permit Users to View the Content Item and Track Number of Views.**

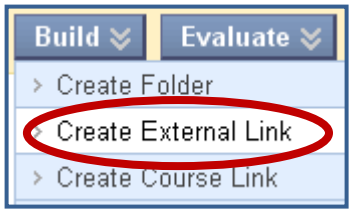
- If you want to **Select Date and Time Restrictions**, you must select a **Display After** date and time as well as a **Date Until** date and time for the system to work correctly.
- Select **Submit** to create the **Course Link**.

You will see the finished course link. It should look like the example to the right.

Create an External Link

With Edit Mode On:

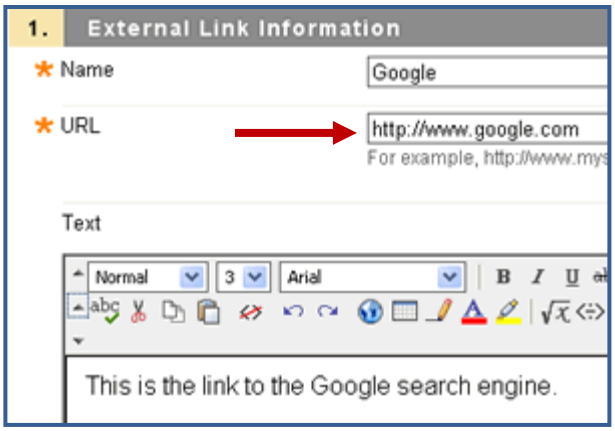




- To create an **External Link**, Click the **Build** button and select **Create External Link.**

- Add a title for the hyperlink in the **Name** area.

- Type in a **URL** for the link.
  Note: You must add the full URL, example **http://www.google.com**, to ensure that the hyperlink will work.

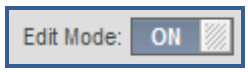


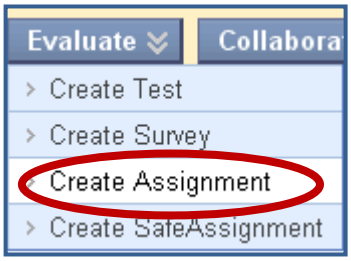
- Open another browser window and navigate to the website. Copy the **URL** in the address bar and paste it into the **URL** area.

You will see a link similar to the example on the right when you have created an **External Link** in your course.

Create an Assignment

With Edit Mode On:

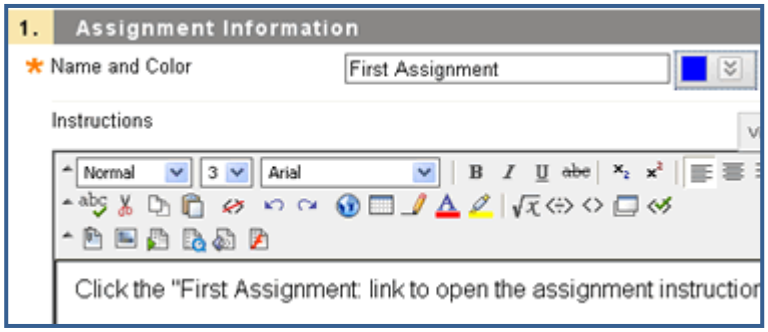


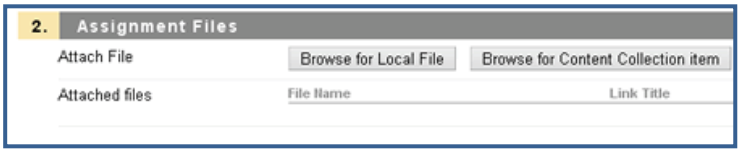


- Click the **Evaluate** button and select the **Create Assignment** link.

- Select and Name and Color for your assignment. Remember that blue is the best color for links.

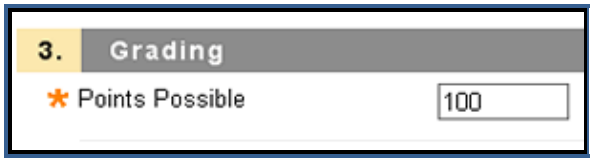
- Type Instructions for your assignment.





- You can attach a file to your assignment such as an example or a rubric.

- Select how many points the **Assignment** will be in the **Grading** section.
  Note: When you create an **Assignment**, eCampus creates a **Grade Center** column for the **Assignment** automatically.



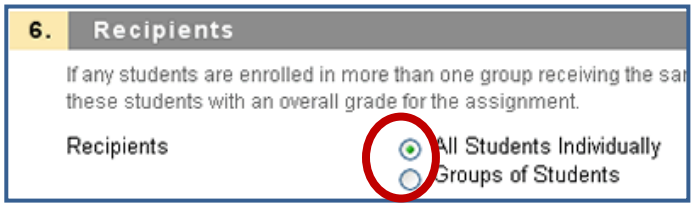
4. Availability
Make the Assignment Available
This assignment cannot be made available until it is assigned to an individual or group of students.
Number of Attempts
Allow single attempt
Allow unlimited attempts
Number of attempts:
Limit Availability
Display After 01/09/2010 10:42 PM
Enter dates as mm/dd/yyyy. Time may be entered in any increment.
Display Until 01/10/2010 11:42 PM
Enter dates as mm/dd/yyyy. Time may be entered in any increment.
Track Number of Views

- In the Availability section, check the Make Assignment Available box to make the Assignment available to your students.

- Determine the Number of Attempts

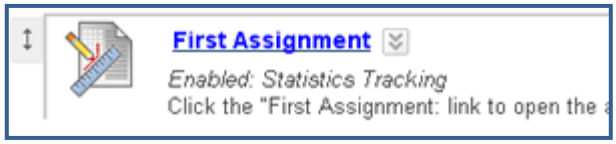
- In the **Limit Availability** section, you can set a specific date and time for the **Assignment**.

- **Note:** You must select a **Display After** and **Display Until** date and time to ensure that the system works correctly.
- Check the **Track Number of Views**
- You may select **All Students Individually** or **Groups of Students** in the **Recipients** section.


6. Recipients
If any students are enrolled in more than one group receiving the sa
these students with an overall grade for the assignment.
Recipients
All Students Individually
Groups of Students

Note: If you select **Groups of Students**, you will be able to choose which groups to include.

- Select **Submit** to create the assignment.



- You will see a link like the example to the left when you successfully create an **Assignment**.

Customizing the Course

Allowing Guests and Observers access to the Course does not grant them access to all of the features in the Course. Access cannot be permitted to features that are restricted at the System level. As an Instructor, it is possible to permit Guest and Observer Access to individual features through the Edit Availability link under Customization on the Control Panel.

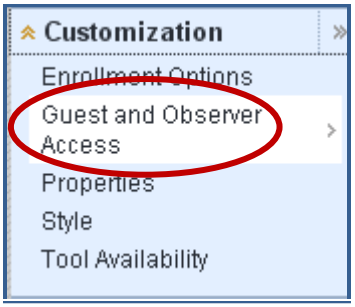
Guest and Observer Access

Guests are defined as users in a Course who do not directly participate in its activities. The System Administrator can allow or disallow Guests access to Courses by default

Observers are defined as users in a Course who do not directly participate in its activities but who follow the actions of one or more Students enrolled in the Course.

By default, your course is available to **Guests and Observers**.

If you do not want your content available to Guests and Observers, follow these directions to disable this feature.



1. From the **Control Panel**, click on **Customization** to expand the choices.

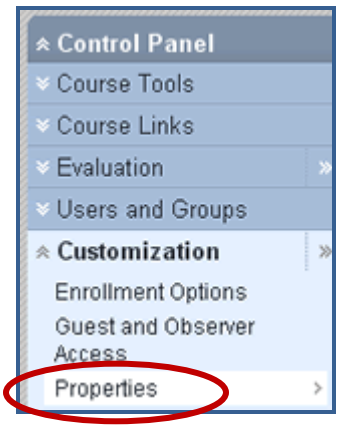
2. Click on **Guest and Observer Access**.

3. Select **No** to Allow Guests or Allow Observers.

4. Click **Submit** to save the actions.

Properties

Properties control the functional settings of the Course. Use this page to change the **Name** and **Description of the Course** and the **Availability of the Course.**



1. From the **Control Panel**, click on **Customization, Properties**.

2. In the **Course Name** field box, it is suggested you include the Name and Section number for the course as well as the semester the course is being offered.

For example: Spr 2010 ENGL 2311.7426 Tech Writing, Dr. Forbess

NOTE: Changing the name of the course helps cut down on student confusion if a student has to repeat a course or has multiple courses to access through eCampus.

3. **Set Availability – Make this course available to users?**

Make Course Available: By default, your course is available. You might want to make it unavailable if you are not ready for users to see the course content.

NOTE: It is recommended that you make at least the Welcome announcement area available so students can find out which books they need for the course and your instructor contact information. The directions for making content areas available/ unavailable are located earlier in this manual.

4. **Set Course Duration – Continuous**

Leave Course Duration as Continuous and instead make the course Available/Unavailable when necessary.

5. Select **Submit** to save your changes.

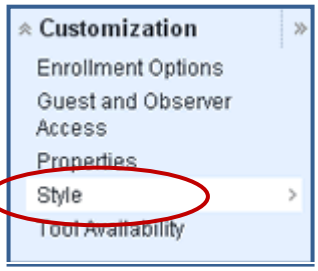
Style

The **Style** settings control how the Course appears to users. Instructors can manage the appearance of the Course menu from the Course Design: Style page. They can choose to use a button or text navigation style and select colors and design features from this area.

Settings also include identifying the first page Users see when they open the course, the appearance of the menu, and how content items appear in folders. In addition, a banner may be added to the top of the Course.

Buttons or Text Navigation

1. From the **Control Panel**, click on **Customization, Style**.



2. Here you can select the background and text colors.

NOTE: Be sure to choose high contrast colors – a light background with dark text or vice versa. This high contrast enables vision impaired individuals to read with greater ease.

QM 8.1

Using high contrast colors meets Quality Matters Standards 8.1:
The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.

3. You can choose to use Buttons for your navigation settings. To see the available button choices, click on **Button Library.**

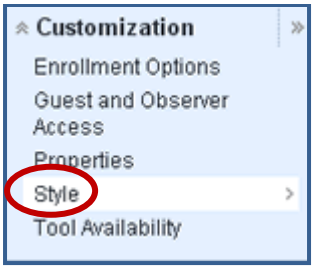
NOTE: Be sure to choose a button style that allows the User to view the text on the button. In the case of buttons, you do not have the option of changing the font color, only the button colors and styles.

NOTE: With Blackboard 9, buttons are not as attractive or as readable as text, so you might want to consider using text instead.

4. Select **Submit** to save your changes.

Select Course Entry Point

It is important to set the **Course Entry Point** to the **Home Page** because it contains the Announcements, Notifications, and Warnings for students.



1. From the **Control Panel**, click on **Customization, Style**.
2. Go to Section #4 – **Set Course Entry Point**.

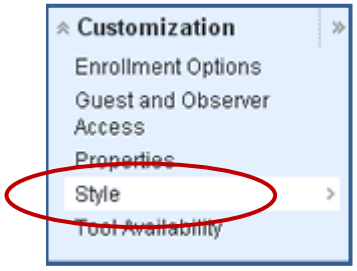
3. From the drop down menu, choose **Home Page**.

4.
Select Course Entry Point
Select the first page users see when entering the Course from the list below.
Entry Point
Home Page

4. Select **Submit** to save your changes.

Attach a Course Banner

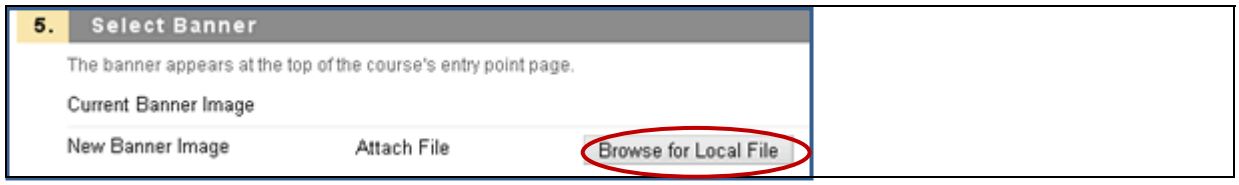
If you would like to customize your course, you can attach a Course Banner. The banner will appear only on the Home Page or Entry Point. It does not appear on every page of the course.



1. From the **Control Panel**, click on **Customization, Style**.

2. Go to Section #5 – **Select Banner**.
3. Attach File – Select **Browse for Local File**. Locate the file on your local computer, select it and click **Open.**

NOTE: If the file you select is too large, the system will automatically resize the image. Some distortion might occur.

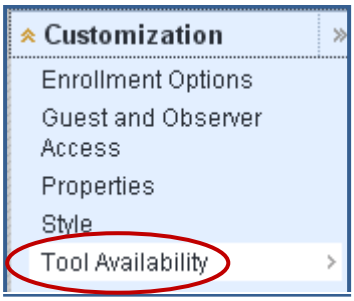

5. Select Banner
The banner appears at the top of the course's entry point page.
Current Banner Image
New Banner Image
Attach File
Browse for Local File

Wildfire can create a banner for your course for you. Contact Wildfire@dcccd.edu for the request.

4. Select **Submit** to save your changes.

Instructor Tool Availability and Availability Settings

To access the Instructor Tools area, follow these steps.



1. From the **Control Panel**, click on **Customization, Tool Availability**.

2. **Tool Availability** -- Use this page to control which tools can be used as well as which users have access to those tools.

Available tools are listed alphabetically in the Tool Availability table. The table is divided into columns:

- **Available** - The tool is available throughout the Course and open to all users that have a role permitting the use of the tool.

- **Visible to Guests** - The tool is visible (read-only), but not usable to Guests when Guests are permitted in the Course.
- **Visible to Observers** - The tool is visible (read-only), but not usable to Observers when Observers are permitted in the Course.
- **Available in Content Areas** - The Instructor can place a link to a tool in one or more Content Areas of the Course.

Tools with a checkbox in a column can be made available be selecting the checkbox and made unavailable by unselecting the checkbox. Tools with a filled circle in a column have been turned off by the system administrator. Tools with a dash **(-)** in a column do not have availability settings in the system that can be changed.

If tools are made unavailable after a period of being available, either at the Course level by the Instructor or at the system level by the system administrator, no content is deleted from the system. If the tools are made available again, the existing content becomes accessible to users.

Tools to Always Make Available

The following tools are critical to the proper functioning of eCampus. **Do NOT disable:**

- Announcements
- Assignment
- Change Password Tool
- Contacts
- Content Area
- Email
- Grade Center
- My Grades
- Offline Content
- Tools Area

If you notice items missing in the content areas, simply go to **Customization**, **Tool Availability**, and check to make sure the appropriate tool box is checked.

You can also deselect the tools you are not planning to use: journals, blogs, etc.

Click **Submit** to save your changes.

NOTE: Disable a few tools at a time to see how the system is going to function. If it is not functioning as intended, return to Tool Availability and enable the tool again.

Knowing the Grade Center

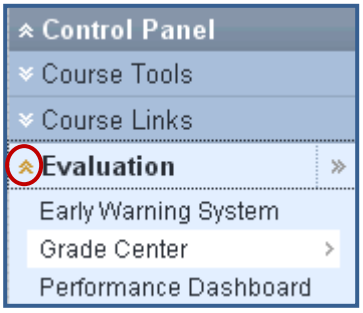
The Grade Center is the place where all of the grading and calculating takes place. Each student has their own row to allow for easy organization. Each Grade Center item has its own column.

Grade Center is very customizable and allows you to create various columns and change views whenever you like.

Grade Center is now more like an Excel spreadsheet. Grade Center allows you to simply click on the box for the assignment you would like to grade, type in a grade, and then hit Enter.

Just like that, you grade is now saved into Grade Center. These instructions will give you an overview of the features associated with Grade Center.

Access the Grade Center



To access the Grade Center, go to the **Control Panel**, click on Chevrons to expand the **Evaluation** tools, and click on **Grade Center**.

NOTE: In this session, we will cover the basic features of Grade Center. To learn more about the various components and features of Grade Center, please attend eCampus I training.

Create a Column in the Grade Center

1. **Create Column -** This button allows you to create a new column for whatever you would like. You may add a column for "Extra Credit" or maybe even "Class Participation".

2. Type in a name for your column. Be sure to select a **Primary Display** (This is how the item will be displayed in both your Grade Center and the students' My Grades.) You may also select a **Secondary Display** that is only visible to the instructor.

3. Type in **Points Possible**. Select a **Due Date** if desired.

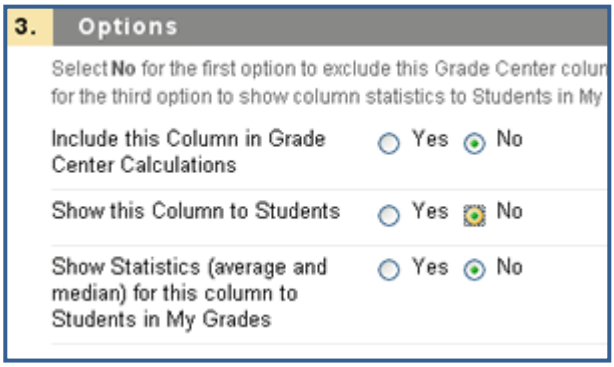
NOTE: By selecting a **Due Date**, you are allowing your students to be notified of the assignment through the notifications section on the **Home Page**.

5. **Options**

Select **No** for the first option to exclude this Grade Center column from calculations.

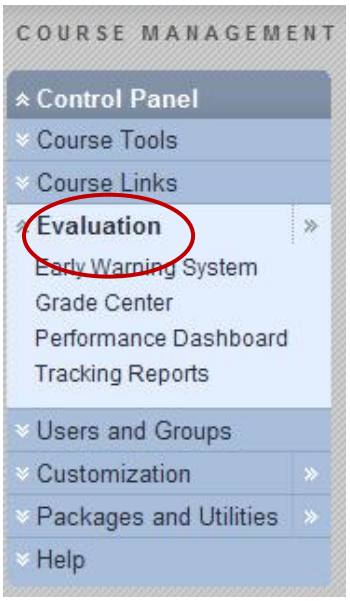
Select **No** to exclude this column from Grade Center calculations. You can create this column to keep a record of some aspect of the course. If this is the case, you may choose to hide this column from your students.

Select **No** for the third option to show column statistics to Students in My Grades.


3. Options
Select No for the first option to exclude this Grade Center colun
for the third option to show column statistics to Students in My
Include this Column in Grade Center Calculations
Yes
No
Show this Column to Students
Yes
No
Show Statistics (average and median) for this column to Students in My Grades
Yes
No

6. Click **Submit.**

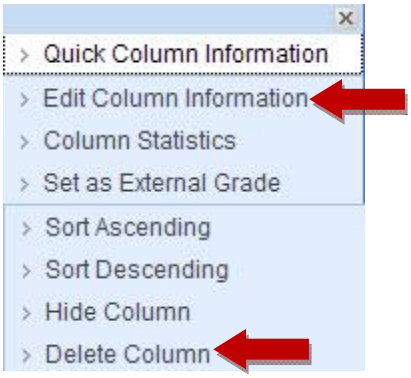
Edit/Delete Grade Center Columns



1. Under the **Control Panel**, click on Evaluation and then click on **Grade Center**.

2. Scroll through the columns until you find the name of the column you wish to edit or delete.

3. Click on the Double Down Arrow, or **Chevron**, next to the name of the column. Click on either **Edit Column Information** or **Delete Column**.



4. If you choose to edit the column, fill out all the options and then click the **Submit** button to save your changes.

5. If you wish to delete the column, simply click on the **OK** button.

CAUTION: Deleting a column deletes all entries to the column, and this information cannot be retrieved.

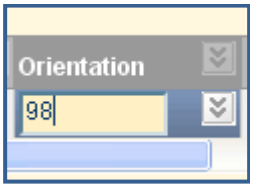
NOTE: If the column is attached to a Test, Quiz, or Assignment Dropbox, you cannot delete the column without first deleting the corresponding assessment.

Add Grades to the Grade Center

In the Grade Center, manually entering and changing grades couldn't be easier. The Grade Center performs much like a spreadsheet allowing you to quickly sort through grades.

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.
2. Find the column that you would like to enter grades for. Click within the cell for a student to bring up the text field.

3. Once you click on a cell, a text field will appear. Simply enter the point value that a student received on the assignment and hit **Enter** or **Return** on your keyboard. The grade entered will be automatically saved.



Email Students from the Grade Center

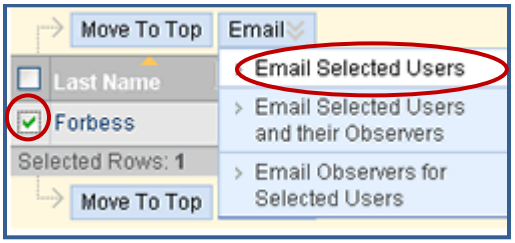
Emailing students in your course is simple from the Grade Center.

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

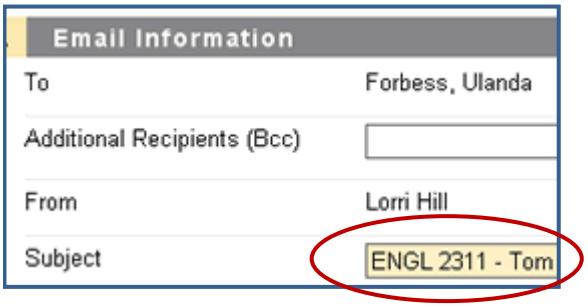
2. Find the column that you would like to enter grades for. Click within the cell for a student to bring up the text field.

3. Click on the field box before a student's name.

4. Click on the **Email** button drop down arrows , select **Email Selected Users**.



5. An email template appears.



NOTE: It is helpful to include the name of the course in the subject line and the topic of the email message. If you are sending the email to a SINGLE individual, you could also include the student's name in the subject field.

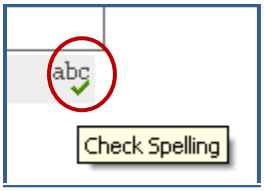
For example: ENGL 2311 Tom Jones Missed Promoting Change Memo Assignment

NOTE: For every email you send to students, a copy of that email is sent to your email program. This helps you keep track of the emails you send to students from the Grade Center.

6. Here you can choose to send the email to **Additional Recipients** as blind copy. This choice is optional, but helpful, if you need to notify a Dean about a student issue.

NOTE: If you are sending an email to multiple users, select **Include list of recipients**. You will be sent a copy of the email to your email program, and at the top of the email will be a list of the students who received the email message.

7. Complete your message, check your spelling with the **Check Spelling** option, and click **Submit** to send.



NOTE: The program does not allow you to include a signature line. However, students will be notified of your email address when they receive the emails. This will allow them to reply to your email message.

Preview Students' Grades from the Grade Center

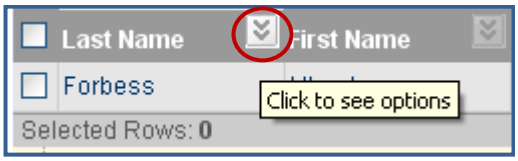
One exceptional new feature of the Grade Center is the ability to view a SINGLE student's grade right from the Grade Center. This feature is particularly helpful if you are reviewing a student's

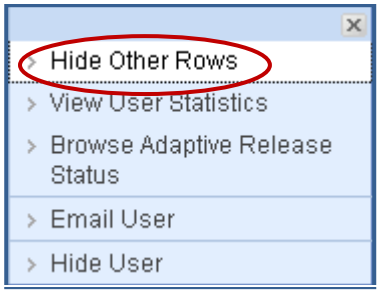
grades with the student present. You are no longer exposing other student's grades in the process.

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

2. Find the name of the student whose grades you would like to preview.

3. Hover over the student's name, either first or last name, , and click on the Chevrons.

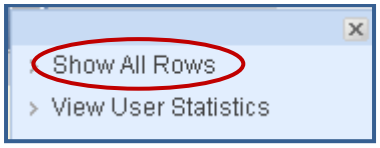




4. From the drop down box, choose **Hide Other Rows**.

Only the selected student's grades will be visible.

5. To return all users' grades to the Grade Center, repeat the process, and this time choose **Show All Rows**.

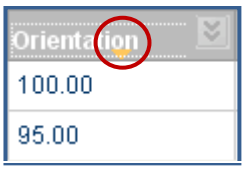


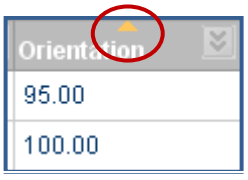
Order Ascending or Descending Columns in the Grade Center

Sometimes you would like to see who made the lowest or highest grades on an assignment. This process is simple using the **Ascending/Descending** feature of **Grade Center**.
1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

2. Find the column for the grades you would like to preview.

3. Click on the **Field Area** at the top of the column.





This allows the lowest or highest grades to be displayed. This feature also can be used for Last Name/First Name, Last Access, or any other column.

4. To reverse the process, simply click on the **Field Area** again and the data is reversed.

Calculating Columns in the Grade Center

A new feature in Blackboard's 9.0 Grade Center is the ability to calculate grades by combining multiple columns to obtain new results. These are known as Calculated Columns and can be used to display total points, class averages, weighted scale grades, etc. Once a calculated column is created, it can be displayed to students or remain accessible only to the instructor.

In this eCampus I manual, the only calculated columns we will discuss is the Total Column. All other features of Grade Center will be discussed in eCampus II.

Create a Total Calculated Column

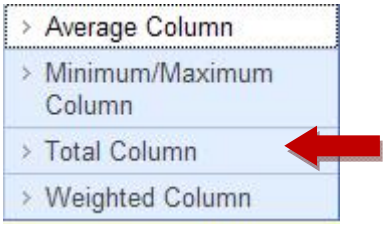
A **Total Column** calculates the total points for a number of Columns related to the total number of points allowed. Total Columns are useful for generating a final score.

If you calculate a grades based on the number of points students accumulate over the course of the semester, and the total of those points determines the student's final course grade, then you are using a Total Calculated method for determining grades. For example, a student can earn a maximum of 1,000 points in your class. An "A" grade is the accumulation of points between the range of 900-1,000 points; "B" equals 800-899 points, etc. Follow these simple directions to create a Total Column in your Grade Center.

1. From the **Control Panel**, click on **Grade Center**.

2. Move the cursor over the **Create Calculated Column** icon.

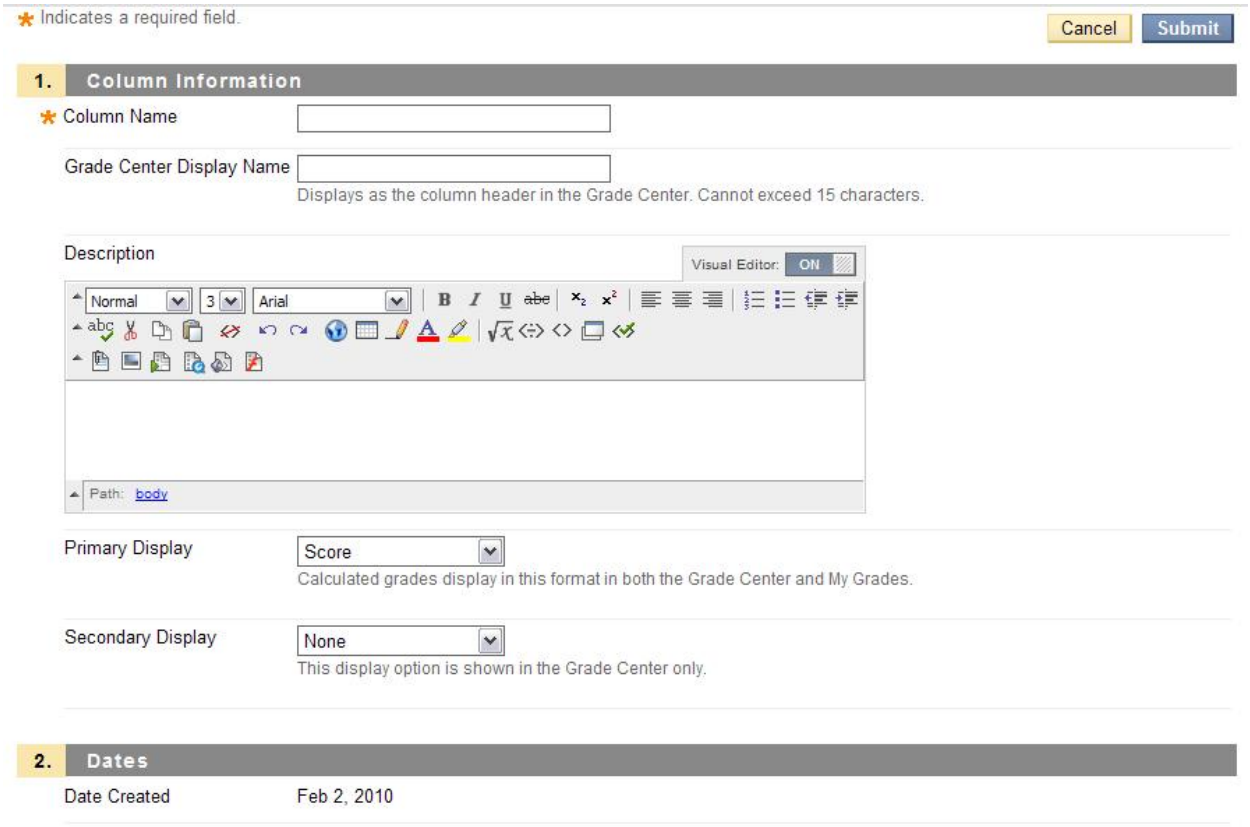
3. A dropdown menu appears. Choose **Total Column**.



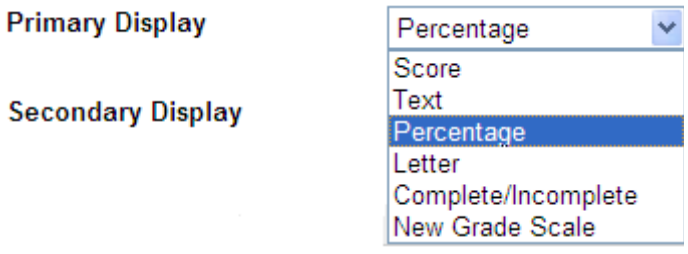
4. Enter a **Column** name.

5. Enter a **Grade Center Display** name if desired.

6. Enter a description if desired.



7. Be sure to select a **Primary Display** (This is how the item will be displayed in both your **Grade Center** and in the student's **My Grades**.) You may also select a **Secondary Display** that is only visible to the instructor.

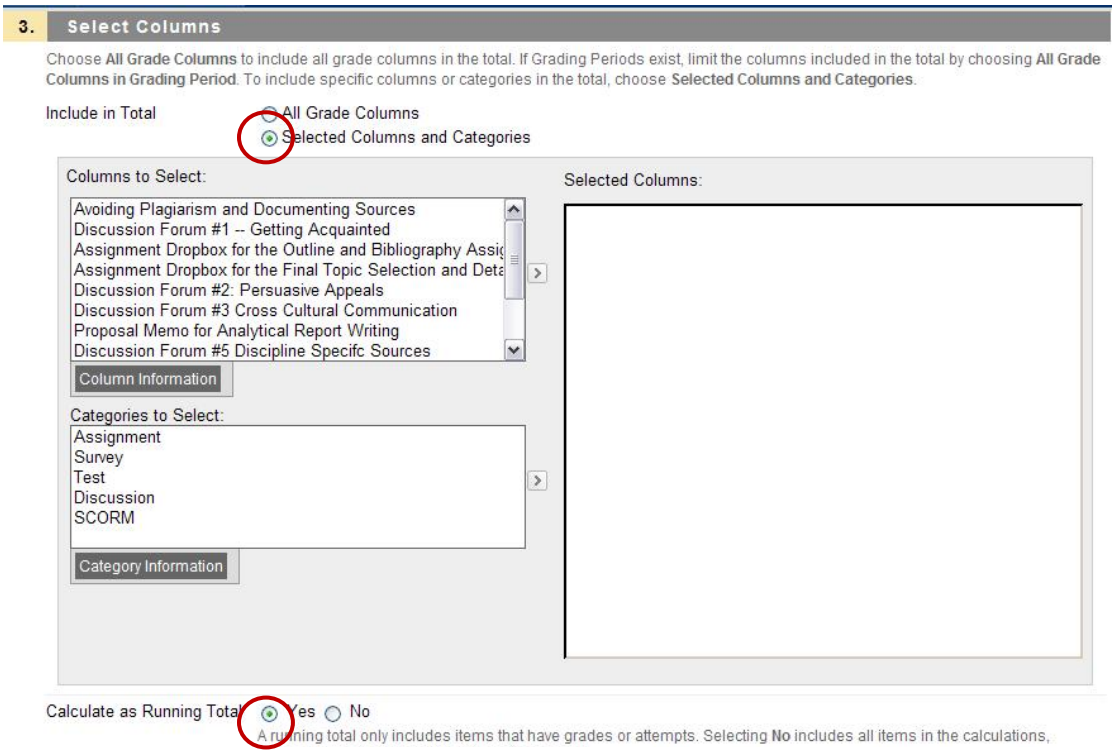


NOTE: Date Created is automatically established when you create the column. This cannot be modified.

7. Under the **Select Columns** area, select whether to include

A. All Grade Columns (Default Selection)
B. Selected Grade Columns, Calculated Columns, and/or Categories.

NOTE: You can select a combination of columns and/or categories to include in the Total Column.

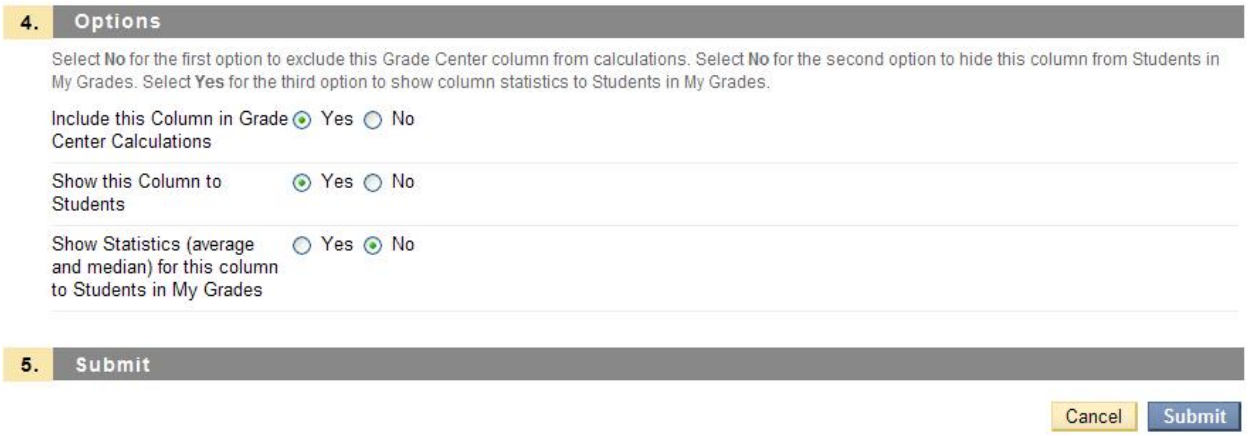

3. Select Columns
Choose All Grade Columns to include all grade columns in the total. If Grading Periods exist, limit the columns included in the total by choosing All Grade Columns in Grading Period. To include specific columns or categories in the total, choose Selected Columns and Categories.
Include in Total
All Grade Columns
Selected Columns and Categories
Columns to Select:
Avoiding Plagiarism and Documenting Sources
Discussion Forum #1 -- Getting Acquainted
Assignment Dropbox for the Outline and Bibliography Assig
Assignment Dropbox for the Final Topic Selection and Deta
Discussion Forum #2: Persuasive Appeals
Discussion Forum #3 Cross Cultural Communication
Proposal Memo for Analytical Report Writing
Discussion Forum #5 Discipline Specifc Sources
Column Information
Categories to Select:
Assignment
Survey
Test
Discussion
SCORM
Category Information
Selected Columns:
Calculate as Running Total
Yes
No
A running total only includes items that have grades or attempts. Selecting No includes all items in the calculations.

NOTE: If selected grade columns or categories are chosen, highlight the desired column or category and click the right arrow. The name will appear under the **Selected Columns** area. To remove a column or category from consideration, click the red "**X**".

8. Under **Calculate as a Running Total** – Select "**Yes**" to include only the columns that have been graded. Select "**No**" to include all columns.

9. Under the Options area, decide whether to:

A. Include Column in the Grade Center calculations. Default is Yes, the Column will be available for use in other calculations.
B. Show Column in My Grades. Default is Yes, it appears in My Grades area.
C. Show Statistics (average and median) for this column in My Grades– Default is No, statistics will not appear to students in My Grades.


4. Options
Select No for the first option to exclude this Grade Center column from calculations. Select No for the second option to hide this column from Students in My Grades. Select Yes for the third option to show column statistics to Students in My Grades.
Include this Column in Grade Center Calculations
Yes
No
Show this Column to Students
Yes
No
Show Statistics (average and median) for this column to Students in My Grades
Yes
No
5. Submit
Cancel
Submit

10. Click **Submit**. The new **Total Calculated Column** will appear in the Grade Center and display the total value as specified.

Work Offline with Grade Center

Work Offline - The **Work Offline** button is for those who still prefer to use their own spreadsheet software or for when you would like to work on grades when there is no Internet service.

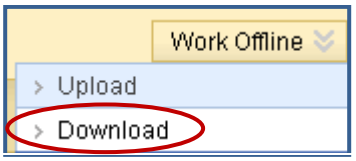
Download Grade Center

It is very important to periodically download your Grade Center in case there is an eCampus glitch or the Internet is unavailable. You still have a record of student's grades if this happens.

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

2. Find the **Work Offline** button.

3. Hover over the Chevrons and choose **Download**.

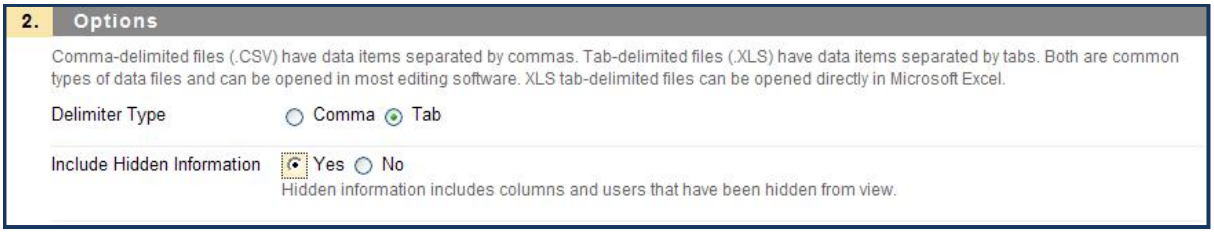


4. Click the DOWNLOAD button to open the download options.

5. On the next page, Option #1: **Select Data to Download** – **Full Grade Center.**

6. Option #2: **Delimiter Type – Tab**

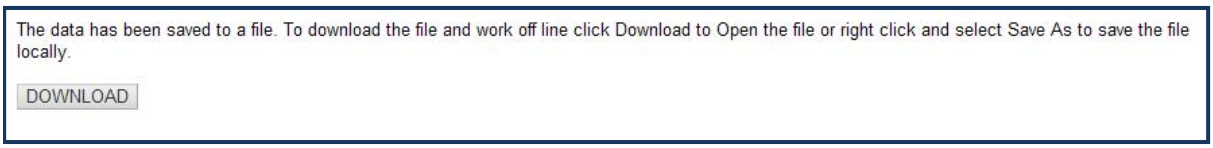
Include Hidden Information – Yes


2. Options
Comma-delimited files (.CSV) have data items separated by commas. Tab-delimited files (.XLS) have data items separated by tabs. Both are common types of data files and can be opened in most editing software. XLS tab-delimited files can be opened directly in Microsoft Excel.
Delimiter Type
Comma
Tab
Include Hidden Information
Yes
No
Hidden information includes columns and users that have been hidden from view.

7. Option #3: **Download Location – My Computer**

8. Click **Submit** to download the file.

9. Click the DOWNLOAD button and follow the directions to save the file to a secure device.


The data has been saved to a file. To download the file and work off line click Download to Open the file or right click and select Save As to save the file locally.
DOWNLOAD

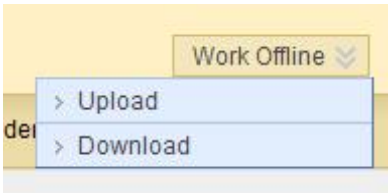
NOTE: Be sure to save these files in a secure area as this contains important student data, student ID numbers and grades.

Upload the Grade Center

NOTE: To successfully upload the Grade Center, you must first, establish all your columns in the Grade Center, complete with names and point values, then, you can download the Grade Center and work offline.

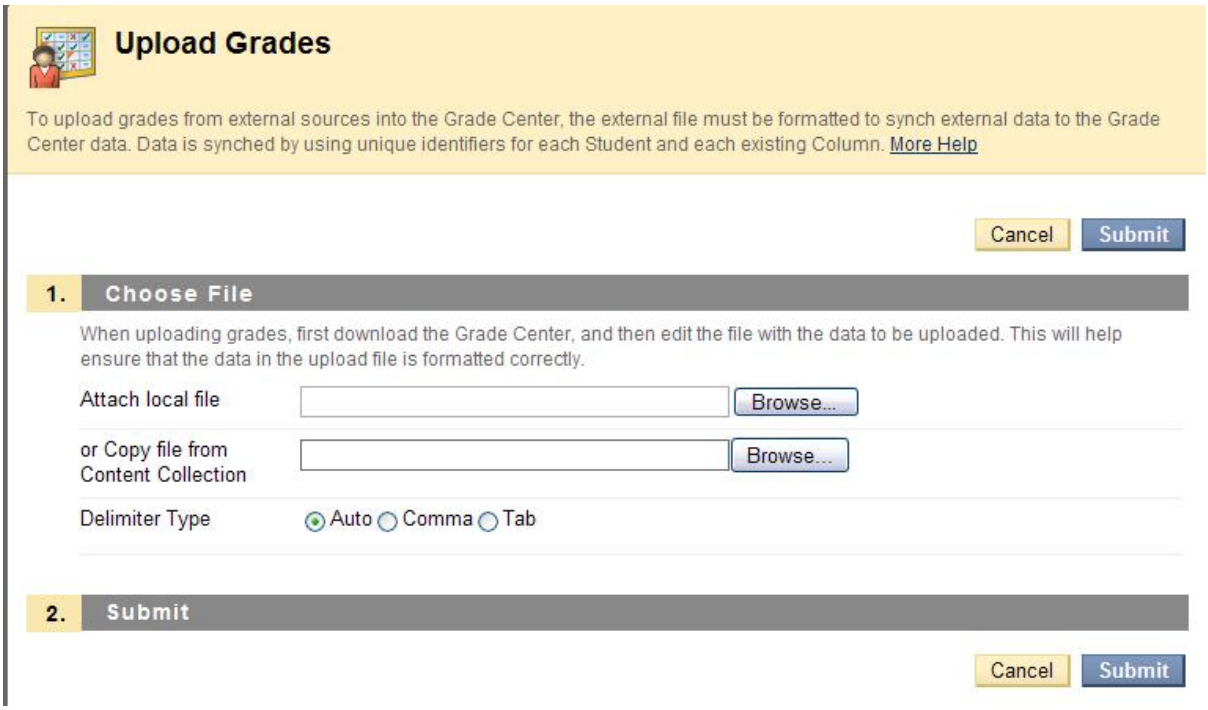
Once you are ready to upload the excel file back to Grade Center, follow these steps.

1. Click **Work Offline** in the Action Bar of the Grade Center.



2. Select **Upload** from the Action Link menu.

3. Browse for the file. Files can be uploaded from a local computer or if available, from the Content Collection.


Upload Grades
To upload grades from external sources into the Grade Center, the external file must be formatted to synch external data to the Grade Center data. Data is synched by using unique identifiers for each Student and each existing Column. More Help
Cancel
Submit
1.
Choose File
When uploading grades, first download the Grade Center, and then edit the file with the data to be uploaded. This will help ensure that the data in the upload file is formatted correctly.
Attach local file
Browse...
or Copy file from Content Collection
Browse...
Delimiter Type
Auto
Comma
Tab
2.
Submit
Cancel
Submit

4. Select the **Delimiter Type**, **Comma**, **Tab**, or **Auto**. Auto will attempt to automatically detect the delimiter used in the selected file.

5. Click **Submit** to upload the selected file.

6. Review the list of data from the file to be uploaded. Use the check boxes to de-select any data to be excluded from the upload. Using this method, it is possible to upload only the desired columns of data from the file.

7. Review the Data Preview Column to ensure the correct data is being uploaded.

NOTE: Data that appears incorrect can denote an improperly formatted file. The Data Preview will only show a sample of the data in each column in the file. Large files take significant time to process and a warning message will be displayed for any files that need extra time to process. To avoid long processing times, break up large files into separate uploads.

8. Click Submit to confirm and upload the file.

NOTE: Any file uploaded that contains Incomplete for a grade entry will be set to null, with no grade or text displayed.

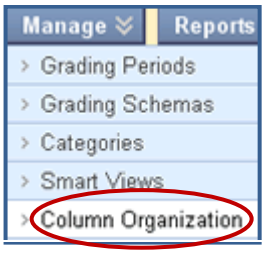
Any file uploaded that contains Complete for a grade entry will be set to an Override Grade of the maximum points possible (100% for a Grade Item) in a column that has the Primary Display of Complete/Incomplete. Any file uploaded that contains a numeric entry will be a numeric entry.

Manage the Grade Center by Organizing Columns

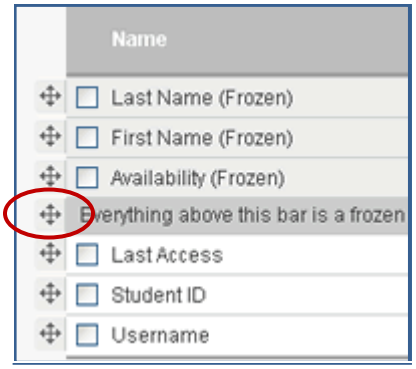
There will be times when you would like to organize or reorganize the columns in your Grade Center. This is easy to do from the **Manage** area.

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

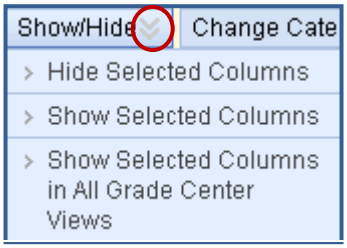
2. Access **Manage Column Organization**.

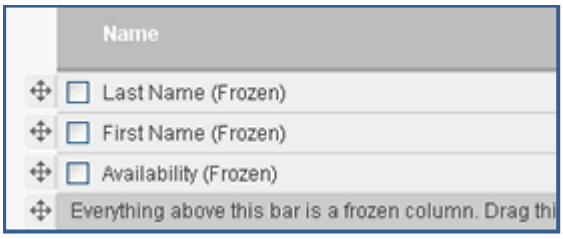


3. Here you can use the double-headed arrows to simply drag and drop the columns to the desired location.



4. Any columns you don't want to be seen by students can be hidden by simply click on the box in front of the column to select it and clicking on the Chevrons next to **Show/Hide** to **Hide Selected Columns** or **Show Selected Columns**.





5. Any columns that appear above the gray bar are frozen in place when you view the Grade Center.

6. Click **Submit** for the changes to take effect.

Show/Hide Users – Student Visibility

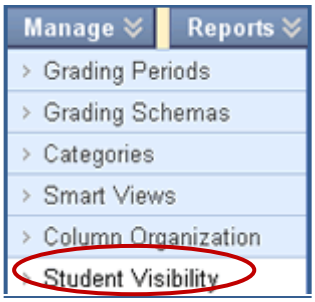
Users can be hidden from the Grade Center View to reduce the number of rows in the grid. Hidden users are not removed from the Grade Center, and can be shown at any time.

Users that are hidden will appear grayed out on the Hide and Show Users page and will not appear in the Grade Center View. Users that are shown will appear in black text on the Hide and Show Users page and will appear in the Grade Center View.

To Hide/Show Users in the Grade Center:

1. Under the **Control Panel**, click on **Evaluation**, **Grade Center**.

2. Access **Manage**, **Student Visibility**



3. Choose the desired users to **Hide/Show** from the Grade Center view by selecting the box in front of the student's name. Then, click on **Hide Users** or **Show Users**, whichever is your choice.

NOTE: Use this option if a student drops from your course, but has submitted work or you have entered grades for the student. Rather than delete the student and his/her grades, simply hide them from the Grade Center in case you need access to that information later. Deleting a student from the course deletes all data for the student, and this information cannot be retrieved.

4. Click **Submit** to save the changes.

Launching the Course

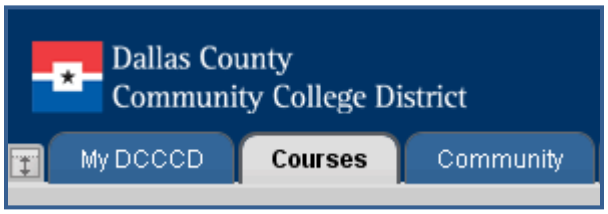
Request Course Shell from Division Colleague Specialist

Once you have completed your eCampus Basics, or eCampus I and/or II, Blackboard 9 training, you are ready to contact your **Division Colleague Specialist** and request a **Course Shell** for your course.

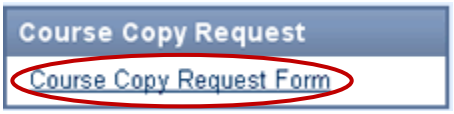
Request Course Copy of Template

After the **Course Shell** appears in **eCampus**, you are now ready to request that the content you have created in your template be copied to the Course Shell.

1. Log into eCampus, click on the **Course** link



2. Locate the **Course Copy Request Form** link on the left side of page

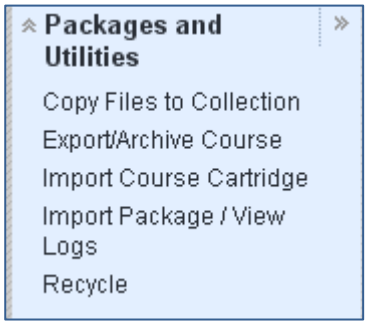


3. Complete the Request a Course Copy for eCampus form.

NOTE: This action could take up to a week or longer to process depending on the number of requests and the availability of those at LeCroy to process the requests.
Be sure to submit your request in plenty of time to have the content copied for the beginning of class.

Import/Export/Archive Course Copy Content

The Packages and Utilities area allows instructors to do the following tasks:



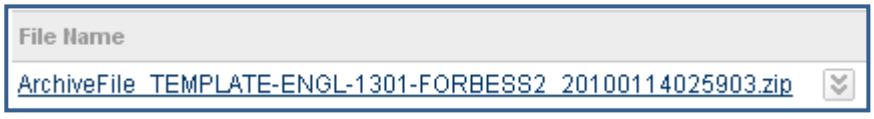
- **Copy Files to Collection** –Copy files from your course into the Content Collection that can be used in other courses.
- **Export/Archive** - Archiving a course allows you to maintain an accurate record of a semester including student's activities and grades. When you export your course, user information is not copied over and you can choose which course content you would like to copy.
- **Import Course Cartridge** – Import textbook course cartridges into your eCampus course.
- **Import Package/View Logs** – Import packages from past semesters or other courses.
- **CAUTION – Recycle** – This feature should be used only after you Archive your course because it destroys user data and grades.

Archive Your Course

- You should archive your course at the end of every semester in case a student protests their grade.

Click the **Archive** button to back up your semester student data.

- Select **Yes** or **No** to include items that are linked to the Content Collection.
- Click **Submit**.



- You will see a link similar to the one to the right when your course has been successfully archived.
- Return to the archive area and click on the link. Save the file to your computer.
  Note: Make sure that you save this file to a location that you can easily access later.

Export Your Course

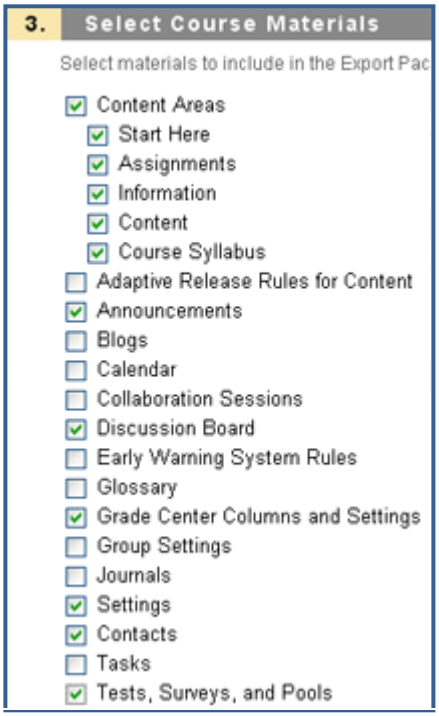
To **Export** your course, click on the **Export** button.

Note: You export course material to use in another course. This operation does not copy user information.

- **Select Course Materials** allows you to choose the content that you would like to export.

- Click **Submit.**

Note: This is helpful if you are changing textbooks and you do not want to re-use your tests and pools.



- You will see a link similar to the one above when your course has been successfully exported.

- Return to the **Archive/Export** area and click on the link. Save the file to your computer.

Note: Make sure that you save this file to a location that you can easily access later.

- Check the box that allows you to include **Grade Center History** to insure that you include student grades.

1. Select Copy Options
* Source Course ID
TEMPLATE-ENGL-1301-FORBESS2
Include Grade Center History (Increases file size and processing time)

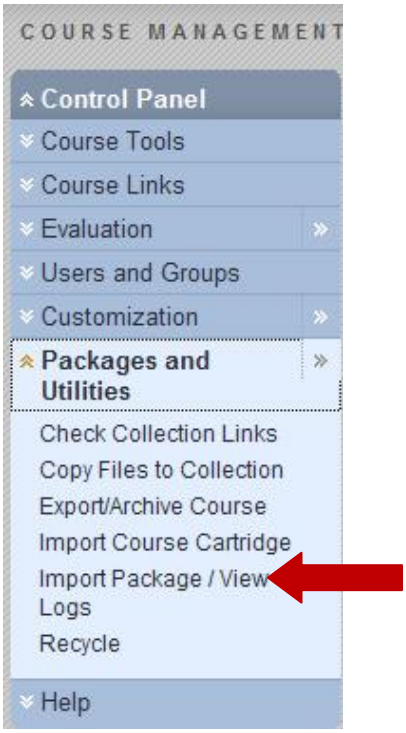
NOTE: At peak usage times of the system, LeCroy will turn off the Import/Export feature. The only way to have course content copied during those times is to use the Course Copy Request Form.

NOTE: It is best if you export all your course content into one file, and export your tests, surveys, and pools into another separate file. This makes the import process much smoother and you get a better result.

Import Course Content

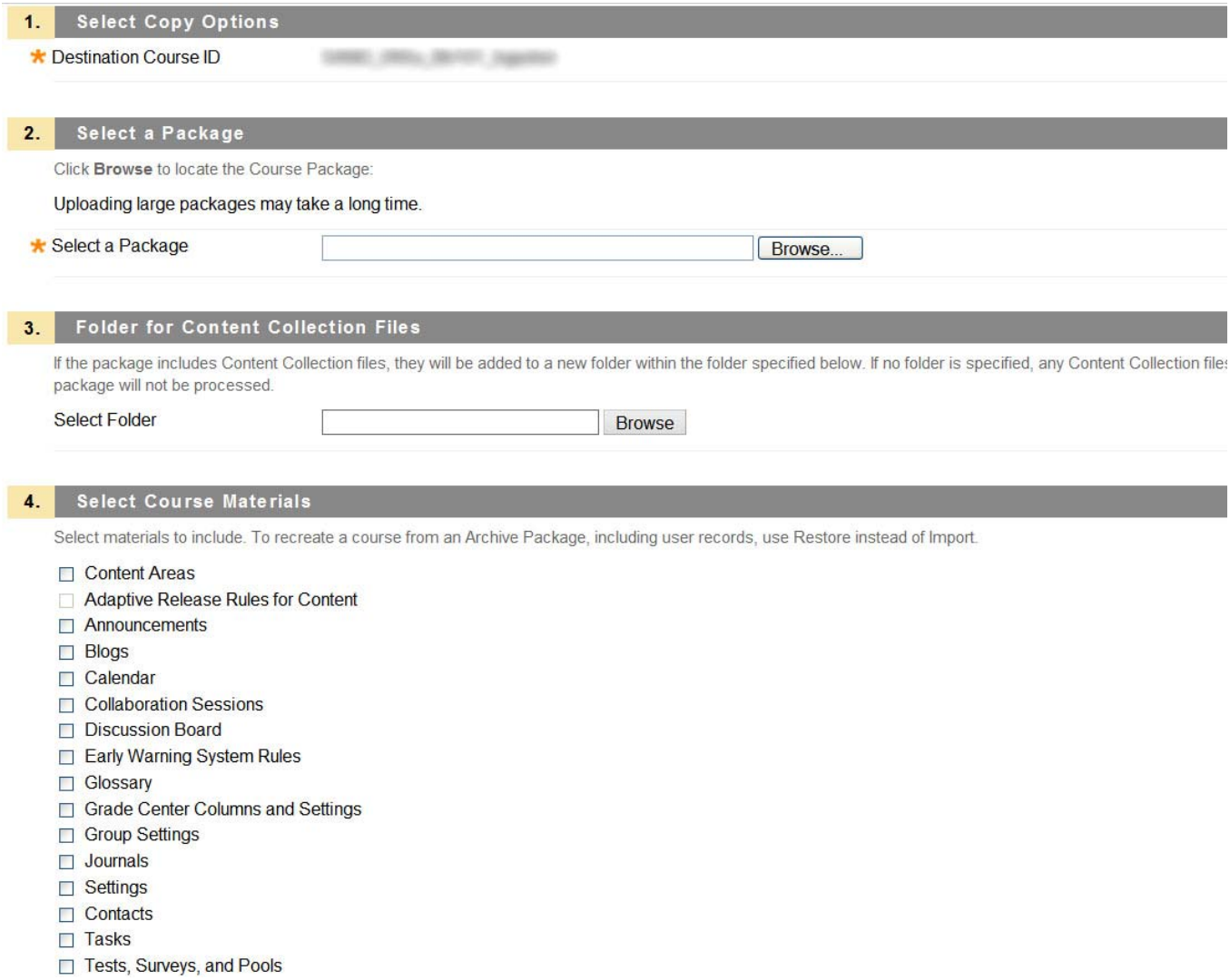
To import an exported course materials, go into the course into which you want to import the materials.

1. Under the Control Panel, on the bottom left side of the page, click on **Packages and Utilities** and then click on **Import Package/View Logs**.



2. Click on the **Import Package** button.

3. Browse for the course package. Select any course materials to include in the import. Click **Submit**.

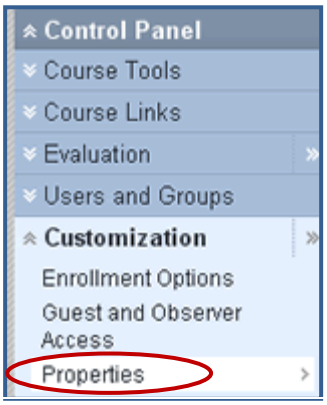

1. Select Copy Options
Destination Course ID
2. Select a Package
Click Browse to locate the Course Package:
Uploading large packages may take a long time.
Select a Package
Browse...
3. Folder for Content Collection Files
If the package includes Content Collection files, they will be added to a new folder within the folder specified below. If no folder is specified, any Content Collection files
package will not be processed.
Select Folder
Browse
4. Select Course Materials
Select materials to include. To recreate a course from an Archive Package, including user records, use Restore instead of Import.
Content Areas
Adaptive Release Rules for Content
Announcements
Blogs
Calendar
Collaboration Sessions
Discussion Board
Early Warning System Rules
Glossary
Grade Center Columns and Settings
Group Settings
Journals
Settings
Contacts
Tasks
Tests, Surveys, and Pools

Generally, the import process does not overwrite any other materials that you have; it simply adds to your existing materials. You may have a little cleanup or rearranging to do after import.

NOTE: Be patient with this process. It takes some time for all course content to be imported. If you perform the function again before importing is complete, you will end up with duplicate buttons and content. The system notifies you by email when the import process is complete. Wait for the email notification.

Change the Name of Course

Once your template has been successfully copied into your Course Shell, it is now time for you to change the name of the Course.
Properties control the functional settings of the Course. Use this page to change the **Name** and **Description of the Course.**



1. From the **Control Panel**, click on **Customization** to expand the choices.

2. Select **Properties**.

In the **Course Name** field box, it is suggested you include the Name and Section number for the course as well as the semester the course is being offered.

For example: Spr 2010 ENGL 2311.7426 Tech Writing, Dr. Forbess

NOTE: This helps to cut down on student confusion if a student has had to repeat a course or has multiple courses to access through eCampus.

3. Select **Submit** to save your changes.

Make the Course Available/Unavailable

You can choose to make the course available or unavailable to your students. If you are making last minute changes before the semester starts, it is best to turn the course off until you are ready for students to begin the content.
Properties control the functional settings of the Course. Use this page to change the **Availability of the Course.**

1. From the **Control Panel**, click on **Customization** to expand the choices.
2. Select **Properties**.

3. **Set Availability – Make this course available to users?**

Make Course Available:

4. Select **Submit** to save your changes.

Wildfire RLOs

What's an RLO?

An RLO is a "reusable learning object." These are small tutorials created by Wildfire on various subjects that you can insert into your course site. Using RLOs saves you time because you won't have to write these modules yourself. RLOs are made available to you once you have completed eCampus I training.

RLOs cover a variety of topics including

- Using eCampus
- Online Etiquette
- Being Successful in an Online Class
- Help with Computers
- Help with the Internet

CAUTION

Do not remove the RLOs – other instructors may need them after you have copied them into your course.

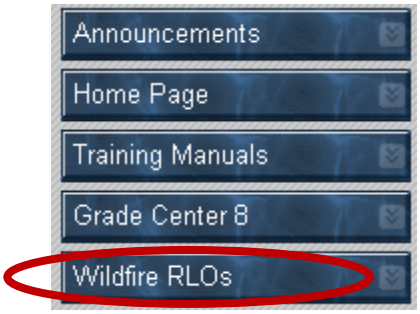
If you have deleted the RLO, then others can't use them.

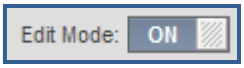
Inserting RLOs into a Course

You will find RLOs in the eCampus **Best Practices (Title V)** organization. To find this organization, click your **Community** tab**.**

1. Click the **eCampus Best Practices (Title V)** class.

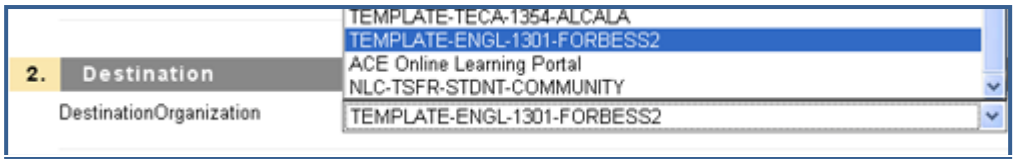
2. Select the **Wildfire RLOs** button. Examine the RLOs and decide which are appropriate.

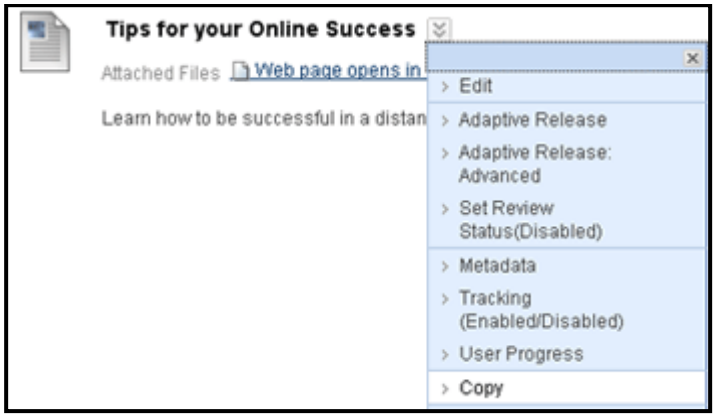


3. With Edit Mode On: 

Click the chevrons beside the RLO you want to copy and select **Copy**

4. Select the destination of the course or community of where you would like to copy the RLO

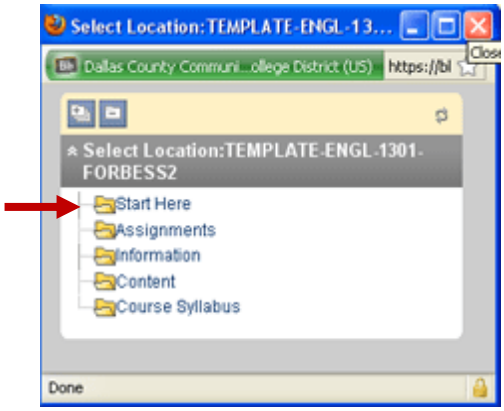


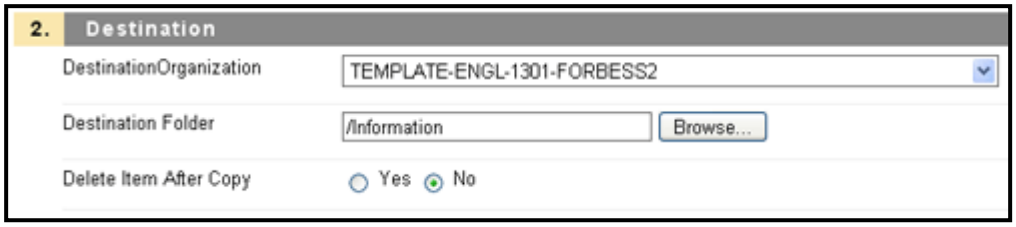


- **NOTE:** You must be a **Course Builder** or **Instructor** in the **Best Practices** community and the course you want to copy it to, in order to complete this process.

5. Click the **Browse** button in **the Destination Folder** area.

6. Choose the course area where you would like the RLO to appear.





DO NOT check "**Yes**" in the **Delete Item After Copy** area.

Click **Submit.** If you navigate back to your course you should see the RLO.

Copyright Rules and Responsibilities

Intellectual property and copyright law must be understood when creating a Web site in order for the teacher and the Web site to have integrity and meet ethical standards. Failure to exercise ethical behavior in developing a Web site models illegal behavior for students and colleagues and may well be a violation of state and federal laws.

Copyright and Fair Use for Educators

University of Maryland University College (http://www.umuc.edu/library/copy.shtml) details copyright and fair use laws and responsibilities for educators. Their web site includes details on

- An introduction to copyright
- An introduction to fair use
- *Fair Use Guidelines for Educational Multimedia*, a review of guidelines designed to help faculty, staff, or students comply with fair use guidelines when using images, computer programs, or other materials obtained via the Internet or WWW
- A sample letter to use to request permission to use copyrighted materials

The Next Steps in the NLC Professional Development Cycle

Strategies for eCampus II

Strategies for eCampus II is a continuation course of ***Strategies for eCampus I*.** Attendees become more cognitively involved with the following areas: Internet Course Design, Course Options, User Management, External Links, Manage Tools, Communication Tools, Discussion Board Strategies, Assignment Dropbox, Test and Pool Manager, and Grade Center. Key ideas during this session include retention strategies for online students and instructor etiquette in an asynchronous environment. This class is awarded six (6) hours of professional development and covers instruction in the following content areas:

Course Tools

- Collaboration
- Assignment Dropbox
- Glossary Manager
- Journals & Blogs
- Adaptive Release
- Review Status
- Statistics Tracking
- Syllabus

• Discussion Board • Content Collection • SafeAssign	• Groups • SCORM Content • Self & Peer Assessment

Assessment

• Test Manager • Survey Manager • Pool Manager • Course Statistics	• Grade Center • Performance Dashboard • Early Warning System

Quality Matters Course Review

Quality Matters (QM) is the DCCCD inter-institutional continuous improvement model for assessing and assuring the quality of online courses. This session targets all online teaching faculty and prepares them and their courses for review under the QM concept.

The project identifies 40 elements, distributed across eight broad standards, shown to positively impact student learning. QM incorporates this methodology into a web-based rubric and weighted from 1 (important) to 3 (essential). Annotations and multiple examples from real online courses have been provided for each essential element. A team of three faculty members is trained to use the rubric in reviewing an online course. The reviewers include one content expert and at least one member from an institution other than the course's home institution.

Review team members work both individually and collaboratively, and in communication with the course's faculty member, to provide a compiled report that highlights exceptional elements and provides positive recommendations for improving the course. Locally the team consists of an Instructional Designer, DE Coordinator for North Lake College and the course instructor(s). This class is awarded three (3) hours of professional development.

SoftChalk

If you can use a word-processing program, you can use LessonBuilder. Designed for teachers and content-experts who don't have time to learn complex software, LessonBuilder is simple,

yet powerful, with only the features you need to create exciting, interactive, content for your online course. With SoftChalk LessonBuilder you can . . .

- **Create** interactive web pages for your e-learning course with SoftChalk LessonBuilder. It's easy, quick, and your lessons will look like a professional designer created them.
- **Engage** your students with lessons that include pop-up text annotations, self-assessment quizzes, and interactive learning games.
- **Package** your lessons for delivery via CD-ROM, Intranet, Internet, or integrate with your LMS (Learning Management System).

SoftChalk (http://www.softchalk.com/) is licensed by the District in a manner that allows it to be placed on ANY computer that you use, in the office, at home, on a laptop OR all the above. Course completers will be given the access code to allow immediate use of this software. This class is awarded three (3) hours of professional development.

Additional NLC Professional Development

What is Respondus and Lockdown Browser?

Respondus Quiz Generator and Respondus Lockdown Browser are powerful tools for creating and managing exams that can be printed to paper or published directly to Blackboard. Exams can be created offline using a familiar Windows environment, or moved from one eLearning system to another.

Respondus Version 3.5 is licensed by the district in a manner that allows it to be placed on ANY computer that you use, in the office, at home, on a laptop or all the above. It can be downloaded from the Internet. (http://www.respondus.com/) Course completers will be given the access code to allow immediate use of this software. This class is awarded one (3) hour of professional development.

What is WIMBA Live Classroom?

Wimba Classroom™ 5.2, cornerstone of the Wimba Collaboration Suite™, is a fully-featured, live, virtual classroom solution that includes audio, video, application sharing and content display. Its pedagogical design and ease-of-use ensures that educators and students engage as if they were meeting face-to-face.

Support of audio, video, application sharing, and content display is just the starting point of Wimba Classroom's capabilities. Wimba Live Classroom is licensed by the district in a manner that requires instructors to receive training before activating the software in the eCampus course. Course completers' names will be submitted to the LeCroy Center. Participants are required to request the activation of Wimba Live Classroom in their eCampus course. Specific information will be given at the end of the professional development session. This class is awarded two (2) hours of professional development.

What is WIMBA Pronto?

The only instant messaging system designed for educators to advance and promote learning, Wimba Pronto includes unique features to specifically benefit students, teachers, and educational institutions including:

- Blended Audio and Video Conferencing
- Application Sharing
- State-of-the-art Whiteboard
- Universal Accessibility
- Spanish Language Preference
- Queued Chat for Tutoring and Office Hours

Needing Help?

Wildfire Mentor Team

Ulanda Forbess, Mentor Team Leader
UForbess@dcccd.edu
Phone: 972-273-3245

Lynne Smith-Brush
LJBrush@dcccd.edu
Phone: 972-273-3450

MaryAnn McGuirk
Mmcguirk@dcccd.edu
Phone: 972-273-3420

Nick Vera
NVera@dcccd.edu
Phone: 972-273-3905

Shirley Thompson
SThompson@dcccd.edu
Phone: 972-273-3507

Patricia Thompson
Pthompson@dcccd.edu
Phone: 972-273-3236

Amy Smith
Amysmith@dcccd.edu
Phone: 972-273-3233

Wildfire
Wildfire@dcccd.edu
Phone: 972-273-3141

LeCroy Help Desk

For Faculty support, call **972-669-6460** during the hours listed below. **Do not provide this number to students.**

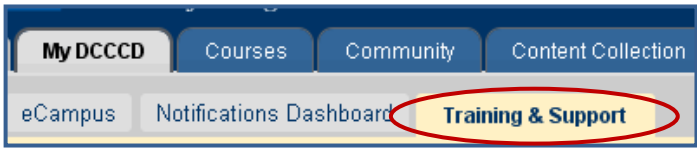
- Monday through Friday: 7 AM - midnight
- Saturday and Sunday: 3:30 PM - midnight

eCampus Tutorials for Faculty

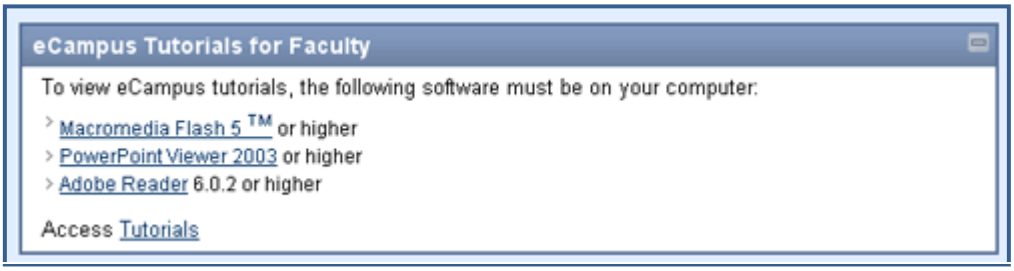
To view eCampus tutorials, you must be logged into eCampus.

1. From the **My DCCCD** tab:

2. Select the **Training & Support** tab.



3. In the **eCampus Tutorials for Instructors** section, click the Access **Tutorials** link.

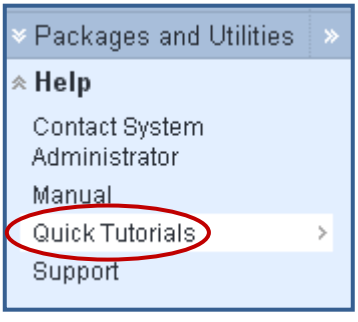

eCampus Tutorials for Faculty
To view eCampus tutorials, the following software must be on your computer:
Macromedia Flash 5 ™ or higher
PowerPoint Viewer 2003 or higher
Adobe Reader 6.0.2 or higher
Access Tutorials

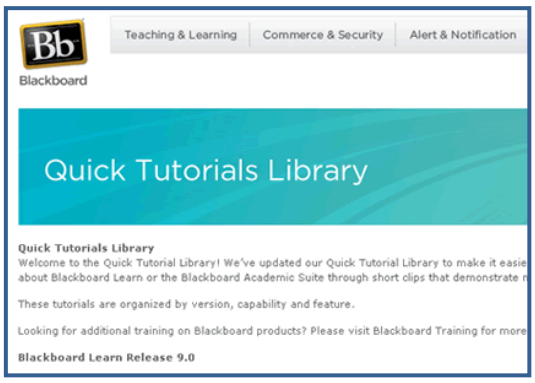
NOTE: From the ***eCampus Version 9 Tutorials*** page, you will be able to view the tutorials and/or download the training manuals.

Blackboard 9 Online Quick Tutorials

Blackboard 9 offers some **Quick Tutorials** that you can access from your eCampus Course.

1. Log into eCampus.
2. From the **Control Panel**, **Help**, **Quick Tutorials**.




Bb
Blackboard
Teaching & Learning
Commerce & Security
Alert & Notification
Quick Tutorials Library
Quick Tutorials Library
Welcome to the Quick Tutorial Library! We've updated our Quick Tutorial Library to make it easie
about Blackboard Learn or the Blackboard Academic Suite through short clips that demonstrate
These tutorials are organized by version, capability and feature.
Looking for additional training on Blackboard products? Please visit Blackboard Training for more
Blackboard Learn Release 9.0

North Lake College – Dallas County Community College District